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ABSTRACT

This report marks the conclusion of a two-year study of SEE (School of Experiential Education), an alternative high school. It is a statement of the examining group's perceptions of SEE's second year of operation and of implications for SEE's future development. Because the evaluation group believes that a new program such as this takes four to five years to develop to maturity, this is a progress report rather than a final evaluation. Chapter 2 describes the evaluation group's involvement with the school, discusses possible biases operating in the report, and details the data collection (primarily interviews and questionnaires) and analysis procedures. Chapter 3 presents some basic facts about the school and its applicants and documents some of the changes that have occurred over a two-year period. Chapter 4 describes students' adjustment, achievement, and growth patterns over a two-year period. Chapters 5, 6, and 7 discuss various aspects of SEE's climate as seen by students, parents, and teachers. Chapter 8 presents another perspective by contrasting SEE students with a sample of students who applied but were not selected in the admissions lottery. Chapter 9 explores the implications of the findings for SEE's future directions and offers recommendations to remedy some current problems. (Author/IRT)

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THE DEVELOPMENT AND EVALUATION OF AN ALTERNATIVE HIGH SCHOOL: A REPORT ON S.E.E. (SCHOOL OF EXPERIENTIAL EDUCATION)

PHASE II

December '73

PHASE II

December 1973

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Chapter I

Framework for Evaluation

S.E.E. (School of Experiential Education), currently in its third year of operation as an "alternative" high school, was created to provide an environment and consequent set of learning experiences different from that previously available within the Etobicoke system. This report marks the conclusion of a two year study of the school conducted by the Alternative Learning Environments Project of O.I.S.E. It is a statement of our perceptions of S.E.E.'s second year of operation and their implications for S.E.E.'s future course of development.

This report has been written for two audiences. First we hope it will provide those who bear the responsibility of making decisions regarding continued financial support for S.E.E. with a clear, coherent perspective on the aspirations, concerns, successes and frustrations of staff and students who have worked to translate the idea of S.E.E. into an operating school. As we stated in our Phase I report: *

> "S.E.E. cannot exist in a vacuum and any assessment of its ultimate success in providing a viable alternative educa-

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* Throughout this report, constant mention is made to "Phase I" and the "Phase I report." These terms refer to the interim document, "The Development and Evaluation of an Alternative High School: A Report on S.E.E., Phase I" submitted January, 1973. Copies of this document may be obtained from either the Etobicoke Board of Education or the Alternative Learning Environments Project at O.I.S.E..

tional environment must take into consideration the nature and extent of support or non-support by the Board and the community. Benign indifference, while preferable to suspicion and skepticism, is not enough. If support for the program is deemed warranted, then an active, positive stance toward the school is necessary."

Secondly, we hope the report will be useful to those responsible for the operation of S.E.E. In Phase II, we have chosen to reflect back to the school some of our reactions to its problems and conflicts. Thus the report may also serve as a mirror through which the school might catch partial glimpses of itself. However, it is a mirror with imperfection and bias, and the school must judge the validity of the images it projects. It is in a spirit of helping S.E.E. evaluate itself that we have chosen to comment in much greater detail than we did in our Phase I report on the school's climate and on the frequently discrepant perceptions of that climate among the staff and students.

Limitations on the Use of the Phase II Report

In view of our belief (noted in the Phase I report) that a funding commitment of four to five years is probably essential to provide adequate time for a comprehensive new program to develop to maturity, we consider this to be a progress report on the beginning phases of S.E.E.'s development. It is to be seen as an informative document which may help to clarify S.E.E.'s status and raise some issues salient to the school's future development. It should not be considered to be, in any sense, a final evaluative judgement of S.E.E.'s merits and faults, nor should it be used to make such judgements.

Additionally, we wish to emphasize that there are certain unique features of the second year of any new program which, like the first year, should caution the reader against generalizing too quickly from the experiences of that one year. Two of these features are the virtually inevitable division of the students and staff between "old timers" and "newcomers" and the loss of the first year feeling of unbounded optimism, excitement and togetherness engendered in a bold, new fragile venture.

Finally, we wish to emphasize the uniqueness of S.E.E. and what we feel are the limits of any program evaluation. By examining the details of S.E.E.'s operation, one can determine only in a very general way the viability of the concepts and ideas of alternative education.* The issue is primarily a policy one which must be decided on the basis of values and priorities regarding education in the Borough. What can be learned from an evaluation of S.E.E. is what problems to anticipate in any future attempts at developing innovative programs.

Criteria for Evaluation

In trying to provide a perspective on S.E.E.'s second year, we will be using the criteria suggested in our Phase I report. These criteria are our way of looking at the school and, we feel, are consistent with the purposes of this report. These criteria are:

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* Evidence can be brought to bear on the validity of the general proposition that different people learn best in different ways by examining data reflecting the fact that some students are far more responsive to S.E.E. than they were to their previous schools.

(1) Does S.E.E. provide an alternative environment for education?

A primary justification for instituting alternative schools within the public system is the recognition that different kinds of students may require different educational climates to match their diverse learning styles and interests. If we accept this proposition, then it makes sense to ask if S.E.E. is really different from other high schools in Etobicoke, and if students are experiencing school differently than before they entered. The extent to which S.E.E. provides a uniquely different educational experience may serve as a valid criterion for evaluation.

(2) Is S.E.E. developing a workable process for evaluating and modifying its own day-to-day operations?

It is desirable for any organization supported by public funds to be healthy and dynamic. This means that S.E.E. should be developing a process whereby its members critically evaluate the school's operating procedures and their own attitudes and actions which comprise the daily life of the school. Furthermore, the school community should be capable of making necessary changes dictated by this self-evaluation. Evidence that students and teachers at S.E.E. are in fact working out their problems together, would constitute an important index of S.E.E.'s viability as an organization.

(3) Are students, parents, and teachers satisfied with the program at S.E.E.?

In a sense, the Etobicoke Board is engaged in a process of providing opportunities for the satisfaction of the community's educational needs and aspirations. From this perspective, the existence of a voluntary program

with a waiting list in addition to teachers, students and parents supportive of the program would constitute at least partial evidence that Board is meeting the needs of a portion of the community which financially supports the school system. While we are not suggesting that this consideration alone is enough, it does provide a substantial justification for continued support of an alternative program.

Overview of the Report

This report is considerably more comprehensive than the prior one. Chapter II describes our involvement with the school over a two year period, discusses possible biases operating in the report, and details the data collection and analysis procedures used in Phase II. Chapter III presents some basic facts about the school and its applicants and documents some of the changes that have occurred over a two year period. Chapter IV describes students' adjustment, achievement and growth patterns over a two year period. Chapters V, VI, and VII discuss various aspects of S.E.E.'s climate as seen by students, parents and teachers. Chapter VIII presents another perspective by contrasting S.E.E. students with a sample of students who applied to S.E.E. in Year I but due to the "luck of the draw" in the admissions lottery were not admitted. In Chapter IX we explore the implications of our findings for the future direction that S.E.E. might take and make some recommendations for more immediate action to remedy some current problems.

Chapter II

Data Collection Procedures, Definitions and Biases

In this chapter we shall review briefly the history of our involvement with S.E.E., the methods we used during Phase II, possible biases at work in the report, and definitions of terms used throughout.

As stated in the Phase I document, the Alternative Learning Environments Project at O.I.S.E. was approached by the Etobicoke Board's Research Department about the possibility of conducting a joint study of the then newly established S.E.E. school. After an initial set of discussions with senior administrators and the school's staff and students, we committed ourselves to a two year study that would proceed in two stages.

Throughout the past two years our role has consciously been that of consultants attempting to help a client gain new and useful perspectives on what he is trying to do. As we previously reported, in the fall of 1972 we attempted to find ways of feeding back to the staff and students information that would prove relevant to ongoing discussions concerning the goals and program options of the school. These efforts were something less than successful and led to a formulation of another approach during Phase II.

It was decided that if we were to act in a consultant's role in feeding back Phase I data, it would have to be done in a way that demonstrated the relevance and immediacy of Year I data for Year II problems. For this reason, we chose to have one member of our research team become the chief liaison between S.E.E. and the project. This person was to follow up on her interests in working closely with the school as a resource teacher. It was hoped that by calling attention to relevant Phase I data in the context of discussions and meetings about specific current problems, she might provide an additional perspective to the problem at hand. At times this procedure worked well but ultimately it became a source of friction and led to some unanticipated problems in the relationship between S.E.E. and our project.*

In March 1973, on the basis of our liaison person's perspective and our own visits to the school, we revised the interview schedules and questionnaire we had used in Phase I. New questions were added and wording was improved where necessary while attempting to maintain basic compatibility with Phase I data. Two slightly different versions of the interview schedules and questionnaires were prepared for use with first and second year students as we wished to tap the perceptions of the latter as to changes at S.E.E. over the two year period. After

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* As will be discussed in Chapter V, a conflict arose during Year Two concerning the future conception of the school. Our project personnel were perceived as taking sides in this debate and hence lost their neutrality. This led to feelings of meddling, going beyond the bounds of the "evaluation," and general ill-will. These issues were eventually sorted out, but not before a serious dip had occurred in the level of trust and cooperation.

checking on the appropriateness of the questions with teachers and students, data collection commenced in May.

It was decided that we would only be able to interview a portion of the total school for Phase II, and a stratified random sample of 40 students was chosen. This sample ensured a roughly proportionate sampling of grade level and sex within grade level. Thus the interview sample was composed of the following:

	Grade 11	Grade 12	Grade 13	TOTAL
Males	7	6	4	17
Females	2	8	11	21
TOTAL	9	14	15	38 *

In addition, each of the four full-time staff were interviewed in depth.

The questionnaires were made available to 97 students, and 67 of these were returned. This is a response considerably lower than that attained in Phase I. There are a number of reasons that account for this. First of all, the questionnaire used for Phase II was longer and more complex than the one previously used. Furthermore, the data collection procedures used for Phase II necessitated handing a student the questionnaire and relying on him/her to return it as soon as it was completed. For some students this was a matter of minutes, for others it was a days. We did not have the advantage of the procedure used in Phase I in which we made

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* The total of 38 arises from the fact that one student refused to have his interview recorded and the tape of one other interview was lost.

an attempt to interview all students. Then we were able to hand the student the questionnaire immediately after the interview and have him/her fill it out while we waited. Since only a sample of students were interviewed and the length of the questionnaire prohibited waiting for it, it is not surprising that a lower return rate resulted.

The Phase I parent questionnaire was revised and sent to all families of S.E.E. students. 48 of 64 were returned by parents of first year students at S.E.E.. Only 11 of 36 were returned by parents of students who were in their second year. The possible meaning of this difference is discussed in Chapter VII.

Information about marks, credits and reasons for applying to S.E.E. was collected from academic records and from Year II and Year III application forms.

As in the Phase I report, our main objective is to present a description of S.E.E. which provides a perspective on its first two years in terms of its promises, problems and successes.

The S.E.E. Cohort

To gain an additional perspective on the differences between the S.E.E. experience and that of other high schools we also attempted to collect information on students who had applied to S.E.E. in Year I but were not accepted in the lottery.

The sample was selected in three stages. First we obtained a list of students who were included in the Year I lottery but were not chosen in the draw. We then, in the spring of 1973, gained permission from the Etobicoke high school principals to interview members of this group of students who were still in school. Of the 64 students on the original list, 22 were still attending their original schools. In addition, we were given a list of 16 "retired" students who had left high school without obtaining their Honours Diploma in order to go to work, travel, etc..

Finally we randomly selected 12 in-school students (5 in Grade 13 and 7 in Grade 12). These students were interviewed at their schools* with a briefer modified version of the interview schedule and questionnaire used with S.E.E. students. From the list of 16 "retired" students, we selected 8 individuals who were willing to be interviewed, either at O.I.S.E. or at their own residences. (See Table 2.1).

Possible Sources of Distortion

No research in social science can pretend to be value-free. However, it is important for the reader to be aware of possible distorting influences in this report so that he may more accurately judge for himself its utility. There are two primary biases which we feel are operative. They are discussed below.

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* We wish to thank the principals of these schools for their cooperation and that of their staffs in setting up these interviews for us.

First of all, the personnel of the Alternative Learning Environments Project are not neutral regarding the desirability of alternatives within public education either from a philosophical or pedagogical point of view. We have not, in the S.E.E. study, attempted to discern if the concept of S.E.E. is good or bad. Instead, we have accepted the idea as a positive one, and have sought through investigation to uncover the problems of implementation, and to help, if we could, in the school's development.*

Secondly, nowhere in the report are there data from students who attended S.E.E., found it not suitable, and returned to other public schools prior to the end of the school year. (It does reflect the views of students who would choose not to return to S.E.E. the following year, however.) This means that there is a positive bias in the questionnaire and interview data which should be taken into account. There is no question in our minds that students who have left S.E.E. should be followed up in order to get an understanding of their impressions of S.E.E. and why they left. This is certainly another valid way for the school to come to understand itself. We did not have the resources to carry out this study but would recommend it in the future.

Definitions

Before presentation of the data, it will help the reader if a few terms used throughout the report are clarified. The first year of operation of S.E.E. (1971-1972) is referred to as Year I, the second year of

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* See page 2, Chapter I for our discussion of the limitations and utility of this evaluation report.

operation (1972-1973) as Year II, and the third year of operation (1973-1974) as Year III. Students who attended S.E.E. for both Year I and Year II are referred to as second year students. Students who entered S.E.E. in Year II are referred to as first year students.

Chapter III

The Setting: It's People and Programs*

Source of Students

S.E.E. continues to draw students from a broad cross section of the schools in the Borough, although the total number of Board schools represented had dropped to 13 in the fall of 1973 (Year III) from its high of 16 in Year II. This may be partially explained by the fact that all students on the waiting list who wished to transfer to S.E.E. were included in the 1972 survey, but some 50 students who were not selected in the lottery are still on the waiting list at the time of writing this year (October, 1973).

Of the 20 secondary schools under board jurisdiction, only Humbergrove, Kings Mill and Westway have had no students transfer to S.E.E.. Alderwood, Michael Power, New Toronto, and Thistletown are unrepresented in Year III, having sent 18 students (out of 104) in Year I and six (out of 67) in Year II. St. Joseph's, which had six transfers to S.E.E. in both Year I and Year II has no new student attending this year. In spite of gaps in the

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* An exception is made in this chapter to the general content of this report in as much as data and trends are extended to Year III.

school's roster, the overall pattern of distribution of new students through the Borough is perhaps more even this year than it was last. The fact that S.E.E. draws from 13 schools in Year III compared to 15 in Year I while admitting only half as many new students (54 compared with 104) is worthy of note. (See Table 3.1).

Etobicoke which sent the second largest contingent in Year I (12 students) and the largest (11 students) in Year II has only one new student at S.E.E. this year. It is also the school to which most S.E.E. students apply if they decide to transfer back to a "regular" high school.

Admission Procedures

Each year students have been admitted to S.E.E. through a three step procedure: application, interview and lottery.

The application forms are supplied by the Board of Education and include questions relating to the student's reasons for wanting to come to S.E.E., expectations of the school, and learning goals. (See Tables 3.3, 3.4 and 3.5 and the discussion below). These forms are better advertised and more freely available to students in some schools in the Borough than in others. (In some instances, guidance personnel and administrators actively encourage students who are obviously unhappy in the regular high school to apply; in other cases, school personnel actively discourage students -- especially academically successful ones -- from applying).

The application form includes space for a parent's signature, but applications from students are considered whether or not this is included.

Applicants are encouraged to spend some time at the school prior to their interview. This takes place by appointment and is conducted by one of a number of ad hoc committees composed of a staff member and two or three students. The criteria for selection have not been clearly defined and approval depends upon the subjective judgement of each interviewing team as to (a) how much the student is likely to benefit from being at S.E.E.; (b) how much the school is likely to benefit from having the student; and (c) how desperately the student needs to be rescued from the school situation he/she is currently in. If the student is "passed," her/his name goes into the lottery.

A general meeting* last May (1973) decided to introduce an additional step which would allow for an appeal by rejected applicants. This led to a second interview by a different interviewing group which was empowered to confirm or overrule the rejection. (Thirteen students took advantage of this procedure and six of these were subsequently admitted.)

The lottery is held in June each year at the school. It is an occassion

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* See Chapter V.

of some drama and high tension as the number of positions open and the number of applications at each grade level is announced. The roster is determined by striking a balance between the number of students planning to return to S.E.E. at a given level and the number applying for that level. The fewest applicants are for Grade 11 where there are no incumbents and the most for Grade 13 which has the larger proportion of continuing students (see Table 3.2). This situation has serious implications which will be discussed in Chapter IX.

Analysis of Responses on Application Forms

We have continued to have the cooperation of the Research Department of the Board of Education in coding student responses to the questions raised on the official application for admission to S.E.E. Needless to say, the categorization of open-ended questions of this sort poses problems of validity which the reader should bear in mind in considering the interpretations which follow.

Responses which students make to questions on the application form for a school which they wish to attend -- and are later to be accepted into -- may be expected to reflect some combination of three elements: their real needs and goals, their understanding of what the school is and values, and their expectation of what will be seen by a school screening committee as a "good" response.

For whatever reason, a pattern is emerging in the educational needs which students say they expect to have met at S.E.E. (see Table 3.3) S.E.E.

is definitely not viewed as a place to "prepare for life" in the future, but rather as one where the process of education offered by the school is itself seen as a desirable alternative to that found in other schools.

When asked "Why do you think that S.E.E. will meet your educational needs?" almost a quarter of the respondents in Year III refer to both their personal needs (e.g. "S.E.E. enables the student to work at his own speed and to study the courses which interest him"; "I will be able to get knowledge and use it rather than learning knowledge and forgetting it;" "I have come to realize that my educational needs involve a better awareness of myself (and others), my environment, and my capabilities;"etc,) and to their expectations of the school program (e.g. "There are more courses offered at S.E.E. that interest me"; "because I want a chance to work more on maths and sciences and try myself at working independently"; "the classes are smaller at S.E.E. than at ----------where the teachers do not have enough time to look after all the difficulties"; etc.). However, an increasing number -- especially of those entering Grades 11 and 12 -- have less to say about themselves and/or more to say about the school in answer to this question than in either of the previous years.

This trend gains in significance when examined together with the responses to the next question, "What feature (features) of this school interests you most?" A marked decrease in students felt the need to detail the resources of the school (26 percent compared with 70 percent the two previous years (See Table 3.4), and instead emphasize the degree to which it is suited to their personal requirements (80 percent compared to 53 percent in Year I and 42 percent in Year II). It would appear that S.E.E. is now seen as pro-

viding a particular type of learning environment to which students may or may not be adapted. This may be a more realistic view of the school than the "S.E.E. is whatever you want to make it" claim that has been current with many members of the school over the first two years of its existence.. In any case, it would appear that the general student population in Etobicoke has formulated an image -- or perhaps a series of images -- of what S.E.E. school is, and it is this perceived institution to which they now apply.*

The other clear pattern in the response to the question on learning needs lies in the consistent failure of students to make reference to a need for a different type of learning relationship with other people -- either teachers or students. In Year I, less than one sixth of the responses fell into this category, and during the past two years, there was an even lower proportion. This seems strange when the closeness of the student-teacher relationship and the mutual interdependence of students are such clear features at S.E.E.. Perhaps the size and impersonality and individualistic approach of most large high schools has either dampened the importance of or made it impossible for students to envisage alternative basis for student-teacher and student-student relationships.

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* We of course, do not have systematic information as to the image S.E.E. as perceived by those students who do not apply. This question should not be taken lightly by either the Board or the School since S.E.E.'s image among borough residents will effect the number and kind of applicants it receives in the next several years.

One of the most interesting changes in patterns of response over the three years has been in the goals which students profess a desire to pursue at S.E.E. when they apply for admission (See Table 3.5). The pattern in both Year I and Year II was one of Grades 11 and 12 students being more or less divided in their orientation between goals relating to personal learning and development and goals relating to subject matter and school achievement. This spring the balance shifted heavily toward the personal goal orientation with three quarters of these students expressing their intention to use the school as a basis for a type of learning and living experience which was better suited to their individual interests and needs than presumably had been possible in their old schools. Typical of these responses are the following:

> "To learn good work habits, responsibility and leadership."
>
> "To gain a broad and varied background in human and intellectual endeavors which will provide me with the basis for my future way of life."
>
> "I want to develop cooperation and to learn as much as possible by experience."

The other 25 percent of the Grade 11 and 12 applicants mentioned more traditional academic goals; in no case did one of these students express interest in both categories of goals.

Almost 80 percent of the Grade 13 students, on the other hand, are primarily concerned with obtaining their honors certificate while studying "relevant" material in a manner which is adapted to their learning needs. Only four of these students expressed a personal goal orientation to the exclusion of any explicit academic pursuit. The following are characteristic responses:

> "To complete Grade 13 in a manner not available in a standard school."
>
> "I would aim to get as much out of my subjects as I could."
>
> "To learn as much as I can in my area of study."

When considered in the light of the difficulty which many students obviously have in achieving a full quota of credits and the fact that many say that they are content to spend an extra year completing diploma requirements, this raises a number of interesting questions which will be discussed in Chapters IV and IX.

Resource Personnel

The primary resource personnel at S.E.E. remain the four full-time teachers and the secretary, who have all been at S.E.E. since its inception. They are: Mr John Blackburn -- Languages; Mr. Barry Duncan -- English/Communications; Mr. James Gannett-- Mathematics/Sciences; Mr. Douglas Parker -- Social Sciences; and Mrs. Margert Bolster -- Executive Secretary. The heaviest burden of meeting a wide range of students' academic interests and requirements continued to rest with the four regular

teachers during Year II and students continued to make heavy demands on all five of these persons for personal support and guidance.

The range of credit courses offered was broadened, however, and the work load of the staff somewhat lightened by the sharing of an additional staff complement among 11 part-time teachers who served as resource personnel for one or more classes each week. It was possible for students to take courses for credit or non-credit -- over 60 different courses -- primarily at the school. In addition, the many students on independent study or in service-study projects did their work partially or totally independently of these classes.

During Year II, three English classes and a Theatre Arts group were led by supplementary staff members; courses in three of the Social Sciences, two additional Languages, and one of the Sciences were offered by part-time teachers. In addition, Art courses were available at the school for the first time.

At the beginning of Year III, there are 12 part-time staff members, six of whom are teaching at S.E.E. for the second year. They are distributed in curricular areas as follows: four in English, two in the Social Sciences, two in Languages, one in Maths/Science and three in the Arts.

Numerous people in the community have been recruited as resource persons on an ad hoc basis, either by teachers or by students. (See Appendix C on School Program.) Many of these persons have come to the school on one or more occasions to lead a seminar, give a lecture, etc.. Others have

been visited at the institution with which they are associated by a whole class, by a group of interested members of the school, or by individual students. Very few parents have volunteered their services as resource personel. Two parents, however, did make a major contribution, one conducting a weekly seminar and the other assisting with a language course.

School Program

A brief description of the school program as drawn up by the four teachers is included in Appendix C and D, together with lists of courses offered in each of the four areas. There are two possible sources of confusion associated with this material, one arising from the school's organization and the other from the nomenclature used in this report.

Although H. S. I. requires the school to offer courses designated as Communications, the Arts, Social and Environmental Studies, and Pure and Applied Sciences, the school program is, in fact, organized among the teaching competences of the four staff members. Thus the Communications areas is divided between Language courses offered by Mr. Blackburn and English courses organized by Mr. Duncan who also takes responsibility for the Arts program. The Sciences and the Social Studies pose no problem in this regard, falling within the provinces of Mr. Gannett and Mr. Parker respectively.

Over the past year, there has been a decreasing use at S.E.E. of

the "grade" designation in favor of the use of Years 3, 4 and 5. This poses some problem for the purposes of this study as we are attempting, wherever possible, to present material in a way which is directly comparable with that reported last year. We have, therefore, retained the term "grade" to indicate the level of the high school program being discussed, although we are well aware that an increasingly large number of students are taking courses at more than one level of advancement.

The teachers, on the other hand, refer to their courses by the correct "Year" terminology. This is not to be confused with the authors' use of the term "Year" to differentiate between organization, programs and students at S.E.E. in Year I (1971-72), Year II (1972-73) and Year III (1973-74).

There is no need to describe the overall program here as it remains basically as outlined last year -- and continues to offer a clear alternative to that found in other schools of the Borough. Certain significant innovations have been introduced, however, and certain trends are becoming clear in program development.

The use of the community as an extension of the school is becoming more firmly incorporated in course design: the resources of O.I.S.E. and the Faculty of Education at the University of Toronto have been mobilized by Mr. Blackburn for the purposes of the language program; the addition of two new courses in the Sciences has begun to move that area of study at

least partially out of the school building; the English, the Arts and the Social Science areas continue to make an ever-increasing use of people and places for the purpose of their courses.*

There is now an established tradition of student involvement in course design in the English, Arts, Social Sciences and one of the Science Courses. This takes two forms: that of students either collectively or individually tailoring course content to suit their particular interests and needs, or that of students actually initiating new courses on their own.

The Arts program has begun to offer a wider range of options to the students. The addition of Art courses last year filled a serious gap in the overall school program. This year a Creative Dance class extends still further the expressive life of the school.

Another development arises from a general concern over the tendency for many students to get caught up in a current of "academic drift" at the school. Teachers have been searching for ways to retain closer contact with students and to more effectively monitor their academic progress, at least in courses being taken for credit purposes. This concern has resulted in two new practices being introduced in Year III. Two teachers now require students to write tests at regular intervals -- the voluntary,

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* This teacher emphasis appears to contrast sharply with student attitudes reported in Chapter V.

self-paced process of evaluation having been discarded. Another teacher is encouraging his students to make and keep regular appointments in order that he may keep abreast with their overall school activities, many of which may not be directly course-related.

School Administration

The in-school administrative responsibilities for S.E.E. are divided among three categories of personnel -- none of whose primary function is that of administration. School liaison with the Board of Education rotates among the four full-time staff members. The secretary handles routine administrative matters, as well as special demands, both of the senior Board administration and of the school itself. The students are involved in various ways which range from regular telephone-answering and message-taking to participation in the making and carrying-out of major decisions, (for example, establishing criteria and procedure for school admission). The one important area in which students have shown little interest has been in the disposition of the school budget.

Chapter IV

Student Adjustment, Change and Growth in Year II

In our Phase I report we perceived the first year at S.E.E. for most students to be "akin to being thrown into the water for the first time and told to swim". Year II was a laboratory for a diverse group of struggling novice swimmers and a group of more experienced "veterans". Although the experienced students seemed much more comfortable in the water, both groups found the experience at S.E.E. both sobering and rewarding for personal development. This mixture was aptly summarized by a first year S.E.E. student in the following manner:

> "My outlook on life has changed. Before I came here I was more cynical...I had more self-confidence...I thought for sure I was going to get credits for some of the projects I've done, but after I handed them in...I failed them. This last project I'm doing I'm pretty sure I'm going to pass, but I'm worried about it, whereas before (in my old school) I wasn't. [But] I'm getting more involved in things. I'm just more interested in things in general."

In this chapter we shall attempt to convey to the reader some sense of the problems, frustrations and satisfactions experienced by students in Year II as they struggled to adjust to and re-shape the independent experiential learning environment at S.E.E.. We shall also present data on academic achievement drawn from school records as well as students' own reports.

The quantitative data, other than that taken from school records, are based on student responses to a lengthy questionnaire distributed in May, 1973. (See Appendix D) Student comments are taken from the interviews conducted in April, 1973. (See Chapter II).

Our data are tabulated and presented separately for first year and second year students to facilitate comparisons between the two groups. We have done this also because many of our questions asked students to compare their abilities, performance, and experiences during Year II at S.E.E. with those of the previous year in school. Since first year students were attending more or less conventional high schools and second year students were attending S.E.E., the point of comparison was different for each group. Therefore their comparative ratings would not have the same meaning and could not be lumped together statistically.

We have organized this chapter to facilitate these comparisons within each of the following topics: adjustment to independent learning; personal growth and change; and academic achievement.

I Adjustment To Independent Learning

Adjustment to a new educational environment can be an extremely difficult process when some of the familiar features of the old environment are quietly present while others are conspicuously absent. Clearly, S.E.E. was perceived by most students, staff, and parents as an academic institution offering courses for credit toward a high school diploma

and university entrance. (See Chapters V, VI, VII.) At S.E.E. teachers and resource people "gave" courses and students "took" them. Students were expected to get "involved" with their courses and to produce some visible evidence of work accomplished if they wished to earn course credits. However, the similarity ended there. Students were expected to assume far more responsibility than they were in their former high schools for determining what amount or kind of academic work they would undertake, how they would go about it, when they would work on it and complete it, and even how it would be evaluated. Often they were expected to help determine the specific topics to be covered in class and they were frequently responsible for conducting seminars themselves. Attendance at classes was not mandatory. Teachers typically did not set deadlines for its submission and enforce those deadlines, or test students regularly on their accumulated knowledge. There was no system of formal evaluation or reporting (except at the end of each year) to mark off the academic progress of students during the year.*

Furthermore, for many students and staff members, S.E.E. is more than an academic institution offering credits: it is a largely self-govering "community" where students are expected to participate with staff in policy-making and administration of the school; it is a place where it is OK to be "different", to be yourself, to express yourself freely and to follow your own interests; it is a place where learning outside of the classroom is encouraged and given legitimate status (for credit) along with classroom learning and where the learning experience is valued at least as much as the outcome or product.

* Although in programs such as math and language where there was an individualized program administered through compentency based testing - student's knew the extent of their progress through the required material.

In sum, the expectations of a student at S.E.E. are greater and more varied, and the amount of responsibility placed on the student to decide how and to what extent she or he going to meet those expectations is much heavier than in conventional high schools. Thus the transition from a more controlled, staff-directed high school environment to the S.E.E. environment is bound to be a difficult one for all but a fortunate minority who are already self-motivated and self-directed learners.

Many of these difficulties were noted in our Phase I report. In one sense, students who entered S.E.E. for the first time in Year II were in the same position as second year students had been when they first came to S.E.E.. In another sense, the situation was different in that they were entering an established environment with a partially defined structure and mode of operation. For some students, the task of adjustment to a new environment within which operating procedures have been established may be less difficult than that of adjusting to a relatively undefined situation; for other students the reverse may be true. Furthermore, the ethic of personal enjoyment of learning sometimes conflicts with the ethic of producing evidence of academic accomplishment, thus burdening the new student with yet another adjustment problem. The comment of a first year student, illustrates this dilemma:

> "My basic difficulty with my design project in art was keeping it my own work. Also I started to worry about getting it done on time, which decreases the enjoyment. If I don't enjoy it, it's like a mandatory thing, and I didn't come to S.E.E. for that. I came to S.E.E. so I could do things I enjoy."

Independent Study Skills. Independent study projects are a significant aspect of many courses at S.E.E.. To ascertain how well first year students saw themselves handling the demands of independent study and course work at S.E.E. compared to their previous school we asked them to rate themselves on such abilities as communicating ideas, setting goals, organizing time, meeting deadlines, doing independent research and completing projects. We also asked them to rate their interest in course work, the overall quantity of their work and their relationships with teachers. The responses are summarized (for both first year and second year students) in Table 4.1.

For first year students progress in adjustment was uneven. A significant minority rated themselves as less effective than the previous year in "setting goals" (23%), meeting deadlines (40%), completing projects (28%) and "organizing time" (19%). Conversely, a significant percentage rated themselves as more effective than the previous year in "communicating ideas" (44%), setting goals (42%), organizing time (40%), doing research (65%) and completing projects (35%). Furthermore 79% of first year students rated themselves as "more interested in course work", 74% rated their relationships with teachers as better, 81% said they read more, and 63% rated the overall quality of their work as higher than what they had done in their former schools. Thus the overall academic adjustment picture for first year students shows impressive gains in academic interest, relations with teachers, reading and doing research and quality of work, with more modest gains in other skills related to independent learning.

The self ratings of second year students suggest a pattern of growth and development of confidence in independent learning skills over a two year period. A significant percentage rated themselves as more effective than they had been in Year I at S.E.E. in setting goals (76%), "organizing time" (60%), "communicating ideas" (60%), "doing research" (52%), "meeting deadlines" (44%), "relating to teachers" (44%), and completing assignments (40%). Additionally, 72% rated the overall quality of their work as higher, 56% rated their interest in coursework as higher, and 60% reported that they read more than in Year I. Only a few second year students rated themselves as less effective in any of these areas.

The importance of the two different points of comparison for first and second year students is underscored in the patterns of responses to some of the items in Table 4.1. Significantly higher percentages of first year students than second year students rated themselves as better than the previous year in "interest in coursework" (79% vs 56%), "relating to teachers" (74% vs 44%), and "amount of reading" (81% vs 60%). Thus it appears that from the perspective of a conventional high school, S.E.E. makes an immediate impact on student attitudes toward courses, teachers and intellectual activities like reading while confidence in the skills and self-discipline required for independent learning takes longer to develop in most students, often not emerging fully until the second year at the school.

Some of the differences in patterns of growth and adjustment to independent learning among second year students are illustrated by the

following responses to the question: "Has your ability to set your own objectives and organize your own time changed during the year?"

> "Yes. Last year I had a lot of problems. This year I know exactly what I have to get done. I sit down and do it."
>
> "No. I put things off. I'm not organized. I think I should be able to do it on my own. Then all my work was piled up at the end of the year."
>
> "Yes. I'm far better. I'm doing more reading than last year. I pick up books for my own pleasure. I can meet deadlines better, but still I'm not very good at it. I put everything off. Essays are getting better because I've done more writing and reading."
>
> "Everything has improved....I was kind of confused last year. This year I didn't leave everything to the end. Last year I left some essays."
>
> "Not much change in skills. I had no problems before. The quality of my work is the same...Standards are higher at S.E.E. for what constitutes a good piece of work."
>
> "Yes. I had a lot of difficulties last year. Everything had to be done at once. I'm more capable now of independent study..."

Courses Dropped. As we noted in our Phase I report, many students in Year I started the year with more courses, projects and other learning activities than they could manage and subsequently dropped many of them. We expected that first year students in Year II would repeat this pattern, though perhaps to a lesser extent in that they may have been warned against this by staff members and second year students. We also expected that second year students, having learned through experience how much work they could handle, would drop fewer courses than first year students would. Our predictions were borne out by the data. First year students dropped an average of two courses over the year while second year students dropped one

The reasons given for dropping courses differentiate first and second year students and underscore the difficulties first year students experienced in their efforts to organize and adjust their workloads and schedules. The most common reason cited by first year students was "lack of time" (42%). Often they found that a course entailed much more work than they had anticipated and they found themselves falling behind in their work. Most second year students, on the other hand, cited "lack of interest" as a major reason for dropping a course.

No complaints about the difficulty of courses or of falling behind were voiced by second year students. Thus the overall pattern over two years seems to be one of progressive adjustment and the development of a more realistic perspective on a manageable course load. This has implications for S.E.E.'s admissions policy which will be discussed in Chapter IX.

Research Projects. In talking about their problems with research projects in the interviews, first year students emphasized difficulties with getting started and locating resources, and reported that they tended to rely on course outlines and conferences with teachers for project ideas. Second year students commented that they usually came up with their own ideas for project topics and stressed problems in organizing and interpreting information once it was collected.

Students Who Left. Another indirect index of adjustment difficulties in a new environment is the number of students who leave. Six (10%) first year students and three (8%) second year students left during

Year II. Three first year students transferred to other schools; the remaining six left either to take jobs or to travel. Three of these were in Grade 13, two in Grade 12 and one in Grade 11. The percentage of students who left in Year II represents a substantial reduction from that in Year I when 18% of the students who started the year at S.E.E. did not finish.

Before concluding this section we wish to caution the reader against interpreting the adjustment difficulties we noted above as an indication of student "immaturity" or inability to cope with the responsibilities of independent study. Many courses at S.E.E. emphasize depth over breadth of coverage and it is often impossible for students and teachers to determine in advance how much actual time and work a particular project may require. Past experience may not be of much help since a "normal" six credit course at S.E.E. may involve more work than the same load in a more conventional high school programme.*

The fact that so many courses and projects are open-ended at S.E.E. makes the task of allocating time and energy among the various courses and other learning activities in one's program doubly difficult. Finally, as we noted above, the unavoidable conflict between the ethic of learning for enjoyment and learning for credit confronts the S.E.E. student with a basic value dilemma which makes "adjustment" an ongoing problem which may never be comfortably resolved.

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* Physical Education, Home Economics, Industrial Arts and Business courses are not available options for students at S.E.E..

II Personal Growth and Change

At its conception, S.E.E. was vested with more than an academic mission. It was also committed to the personal growth and development of students through a broader concept of learning that ranged beyond the confines of the classroom and the school. We therefore tried to elicit, primarily through our interviews, evidence that would indicate whether S.E.E. was making an impact on personal growth and development and, if so, what sort of effect it was having.

As we talked with student after student in Year I and Year II, there seemed to be little doubt that the "S.E.E. experience" left the personal lives of few students untouched. The reported changes were sharper for students in their first year at S.E.E.. Some found themselves questioning the values and goals they had brought with them. Some felt more sure of themselves and of where they wanted to go; others felt less sure. Some expressed increased optimism and confidence; others expressed confusion and anxiety. These are only some of the varied symptoms of change and growth.

In our Phase I report on S.E.E. we defined personal growth as "a process of gaining insight into your own possibilities and limitations and of coming to grips with who you are and what is meaningful to you". This process can be disturbing and painful at times for growth and change are never smooth or trouble-free. The S.E.E. environment demands that students come to grips with these questions but does not provide ready answers. Each student must answer the questions himself.

Evidence of Personal Growth. In our interviews with S.E.E. students in both Phase I and the current report we asked the following question: "Have you changed since coming to S.E.E.? If so, in what ways?" In Year I, many students reported significant growth in their ability to relate meaningfully to different kinds of people, to engage in fruitful self-directed activity, and in personal insight and self-awareness. The majority of first year students in Year II also reported similar changes, as the following excerpts from the interviews illustrate:

> "Yes. I'm more able to accept variety and change. I used to be a static type. I used to cope with only regular and repetitive things. Now practically everything interests me. Everything I do has an essence of S.E.E...I think S.E.E. has done so much for me in so many ways."
>
> "I'm definitely more 'together' than last year,...because I'm not at straight school -- teachers and routines bugged me. Everything was personal evaluation. Marks were important...S.E.E. has helped me a lot."
>
> "I don't know. I've changed, but maybe it's just because I'm a year older. I think different. I'm a lot more patient, can accept things more, other peoples' point of view."
>
> "Yes. I'm more open-minded. Less gullible. Can accept things for what they are. People aren't gossipy here. I'm more open. I've come to know myself more as a person."
>
> "Yes. Before I got reasonably good marks, without working very hard. Now I'm working on my own, I find it really difficult. Before I had an assigned textbook and all I had to do was memorize it for a test. Now I have to decide what information will be useful to me, and go out and find it, and then write it up."

The following response seems to capture the unsettling effects of freedom and responsibility at S.E.E.:

"Oh, what a question! You think of yourself changing along a pattern...School was no challenge at all till I came here. Everyone who comes here is an individual. In my old school there was more compulsion for me to act like the "normal person on the street." Here there's more freedom to be yourself. I get more and more insecure every year. But I'm getting more confident in my insecurity. You ask more questions about things here."

Second year students noted few significant changes between Year I and Year II at S.E.E. but commented on their overall personal growth and development since coming to S.E.E.. The comments below may provide the reader with some sense of the diversity of individual responses:

"Yes. I can accept responsibility...have sorted out my interests, can plan my time better than before. Really matured a lot through all this...getting to know a lot more people.... learned a lot about people...how to get along with people, and I'm more open. I'm not as neurotic as I used to be."

"Not since last year. I changed then. Maybe I don't worry about where I'm at anymore. I used to think there were answers."

"Yes. Have had a chance to think of things. I was so sucked into system--- so much pressure on you to do what you're supposed to do. Here there's time to think and there's nobody telling you you've got to do this, to do that and that way. It's a lot easier to think what you really want yourself!"

"Yes. Most definitely more able to talk to people. I've come out of myself. I've become more assertive..."

Future Plans. The formulation and redefinition of plans and goals is another aspect of personal growth and development. Indeed, painful uncertainty and continuous redefinition of plans seems to be a significant reality not only of adolescence but of general life cycle development. In our interviews, we asked students: "Comparing yourself now

with the way you felt last spring, do you feel more or less sure of what you will be doing after you leave S.E.E.?". Just under half of the first year students indicated that their feelings had changed since coming to S.E.E.: about half of these said they were more sure of their future plans; the other half said they were less sure or ambivalent. When asked about specific plans for university and/or a career, 39% of the first year students we interviewed said that they had definite plans, 35% said they had no plans and the rest said they were unsure or their plans were undefined. The responses below illustrate the range of plans and feelings among first year students:

"More sure...Everything is more real. I've come to terms with my life. S.E.E. has jarred me out of a rut... the future has become realistic."

"Less sure. I never really did know what I wanted to do when I leave school. Perhaps some type of farm work would be good."

"Sure. I'm going to university for social work."

"More worried about what I'm going to do. Sometimes it's hard to get to sleep...Before, I wasn't interested in going to university, but now I'm looking into it. After, I want to start a general store."

"No change. I made up my mind as soon as I entered high school to study architecture..."

"No. I don't think it's important to know. I have no long range plans anyway!"

"I'm not clear. Later on I'll probably go to school and take credits. I'd love to be a lawyer; but it takes a lot of years. I have so much to do in my life. I'm interested in criminal law...we have an unjust prison system."

Second year students seemed no more certain about their future plans than first year students. 40% said they were certain about university and/or career plans, 33% said they had no plans and the rest were undecided. Here are some of their responses to the question noted above:

> "I don't think it's important to know. I have no long range plans anyway."
>
> "About the same. I knew right along I wanted to be an archeologist. It's easier now, because I can take Spanish and couldn't in ordinary school. I want to go to South America. I plan to go to U. of T. for the first few years."
>
> "I may go to university -- Toronto or Trent -- for history, or I may go to England. No idea what I'll be doing five years from now."
>
> "Less sure. Last year I was quite sure. Still I have some university goals -- definitely planning to get a scholarship. Last year I definitely wanted to be a stockbroker. This year I really don't know about that..."
>
> "More sure. I want to teach young kids. I have thought of what goes on at Teachers College."

Attitudes Toward Education. A significant number of first year students also emphasized that S.E.E. influenced their views on schooling and education. For example, nearly two thirds of all first and second year students reported that S.E.E. had fulfilled their expectations that "knowledge and learning is an end in itself" and that school was not just "a diploma mill". Only two students out of 22 stated that their only interest in school was "to get through with a diploma". In our interviews we asked: "Has your basic interest in what you want from school changed since you've come here?" Here are a sampling of the responses of first year students:

"Definitely yes. I didn't expect anything from my old school. Here I'm learning how to learn."

"No. When I came here I wanted a place that was relaxed, had a nice atmosphere, a place where I could feel I was actually doing something."

"No. I still want credits, which is why I came here. I want to get a diploma, to possibly further my education. All my interests require at least a Grade 13 diploma."

"Yeah. Before I really didn't know what I wanted to get out of school. Now I look at school as a place where I want to learn...I wouldn't be here, if I didn't want to learn."

The following comment aptly summarizes what S.E.E. meant to a number of first year students.

"I want school to give knowledge for my life, not just books. I got more than I was expecting to get. I learned about myself."

The responses of second year students to the same question parallel those of first year students. Nearly half reported that their basic interest in what they wanted from school had changed since they came to S.E.E.. Not one second year student stated that his/her "only interest was to get through school with a diploma". The following are typical comments taken from the interviews:

"I wasn't sure what I wanted when I came here. I was fascinated by everything I could do. This year I wasn't sure what I wanted to do. Next year I'll be continuing on with areas of interest. Every year I get more out of being at S.E.E.."

"When I first came here, I didn't know what I could do with it. I had always got very high marks but never learned anything. Just studied for exams then forgot what I learned. I get disgusted now if I can't learn anything when I go to a class. S.E.E. makes me listen more and learn more."

Broadening Intellectual Interests and Activities. Engagement in intellectual and cultural activities outside of school can also be viewed as a partial measure of personal growth and development. A substantial majority of first year students reported that they read more (81%), wrote more (73%), attended more films (71%), and travelled (87%) more than they had while attending their former high schools. A significant number also said that they visited museums more often (51%), and attended more lectures (61%), plays (46%), and concerts (41%) than the year before. (See Table 4.2).

The self-ratings of second year students showed continued increases in reading (56%), writing (60%), travel (52%) and attending plays (42%) over the previous year at S.E.E.. All in all, our impression is that a substantial majority of students have been taking good advantage of the opportunities for intellectual and cultural enrichment afforded by S.E.E.'s flexible program structure.

III Academic Achievement

We collected four kinds of data relating to the academic achievement of S.E.E. students in Year II: (1) marks for courses completed in each of the four major subject divisions; (2) students' own estimates of the quantity and quality of their academic work compared to the previous year;

(3) diploma credits earned and (4) university acceptances and entrances. In this section we shall be comparing the performance of first year students with that of students in Year I as well as with second year students.

Marks. Marks are, at best, a rough measure of academic achievement. Since marking criteria and standards vary from teacher to teacher, and may not be consistent even for any individual teacher over time, we would urge the reader to be extremely cautious about drawing conclusions from our data on average marks for each major subject area. This is especially true with respect to our data on changes in marks averages over time. Probably only the most extreme changes reflect real (meaningful) differences in levels of achievement.

We collected information on marks given for completed courses from school records in June, 1973, and, again in October to pick up marks in courses that were incomplete in June. The distribution of marks in each subject area show in Figures 1, 2, 3, and 4 in Appendix B. Figures 5,6,7 and 8 attempt to show the extent to which students' average marks went up, down, or remained the same in comparison with their marks in the previous year.*

Except in Languages where the average marks of almost half the students went down, the number of students whose marks in any subject area

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* In these histograms we defined "no change" as an average within 5 percentage points of the previous year's average.

dropped was negligible for both first and second year students. Most students either maintained their mark averages or increased them.

A closer examination of the histograms showing changes in average marks reveals that first year female students did better than males in the Languages and Maths/Sciences areas, the latter being traditionally male-dominated fields. Second year female students also achieved higher marks in Languages than did males.

This may reflect a significant development occurring in S.E.E.'s academic and social environment. We might speculate that either the S.E.E. environment breaks down traditional male/female academic stereotypes, or it attracts innovative and highly motivated female students or both. The academic records of these students indicate that they were shattering the traditional academic roles of females. These traditional roles have reflected inferior performance by female students on tests involving analytical thinking, spatial ability and arithmetic reasoning.*

Overall yearly mark averages are often used as indices of general academic achievement and growth. Table 4.10 presents these averages for S.E.E. students over a two year period. For first year students this covers the previous year in their former schools; for second year students the averages are for two years at S.E.E.. The most striking

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* For an in-depth analysis of the female role and achievement, see Lois Wladis Hoffman, "Early Childhood Experiences and Women's Achievement Motives," Journal of Social Issues, Vol 28:2 (1972), pp. 129-155.

aspect of these data is the lack of change. In no case do the averages shift more than a few percentage points, indicating that they are indeed a stable (i.e. relatively unchanging) index. Of what, we cannot really say. Certainly other data we have presented point to significant intellectual growth and change which is not reflected in these mark averages. All we can say for sure is that for students who choose to attend S.E.E. the risk of losing these highly valued academic points is very low, although the number of courses completed during a single academic year will likely be fewer than in another high school.

While changes in average marks are generally consistent with our general picture of adjustment to independent learning at S.E.E., an additional perspective may be provided by the students' own ratings and comments on their academic progress and intellectual growth.

Student Estimates of Their Own Learning: Quantity. We asked students to rate the amount of work they had done in each subject compared to the previous year. Their ratings are summarized in Table 4.3. A majority of first year students reported that they did more work in English (74%), Social Studies (61%) and Languages (54%); a substantial minority also said they did more work in Maths (30%) and Sciences (38%). However, a number of students reported that they did less work in Maths (35%) and Sciences (45%) than they had in their previous school. These estimates parallel those reported in Phase I and reflect a continued bias of S.E.E. students towards courses in the Social Studies and in English/Communications.

Self-ratings of second year students indicate that a substantial number felt they were doing more work in Year II than in Year I in English (72%), Languages (54%), Maths (54), Social Studies (42%) and Sciences (38%). These estimates seem consistent with our overall impression that a majority of second year students had settled down to do more serious work in Year II.

Student Estimates of Their Own Learning: Quality. We also asked students to rate the quality of their learning in each subject area compared to the previous year. Their ratings are summarized in Table 4.4. Again, an overwhelming majority of first year students rated the quality of their learning as higher than the previous year in Social Studies (91%) and English (80%), and a substantial number rated it higher in Languages (56%), Science (50%), and Maths (33%). The responses closely parallel the self-ratings of the amount of work done. Self ratings of second year students indicate that substantial percentages felt that the quality of their learning had improved from Year I to II in Social Studies (68%), English (64%), Science (33%), Maths (31%) and Languages (27%).

Student Satisfaction With Their Own Learning. We also also asked students whether or not they were satisfied with the effort they expended and the sense of achievement and understanding they gained from their courses at S.E.E.. Their responses are summarized in Table 4.5. The overwhelming majority of both first and second year students reported that they felt satisfied with their learning at S.E.E..

However, a substantial minority of first year students expressed dissatisfaction with both the quantity and quality of their efforts in Maths (30% and 27%), and Sciences (29% and 21%) and with quantity only in Languages (28%), and Social Studies (25%). Expressed dissatisfaction among second year students was generally lower with respect to Languages and Social Studies but about the same for Sciences and Maths. The percentage of students dissatisfied with their learning in their courses in the English/Communications area was consistently low for both groups (12% and 8% respectively).

We must urge extreme caution in interpreting the self-report data regarding academic achievement. As with teacher assigned marks, the ratings reflect an interaction between the standards and expectations of the rater and what was actually done. Thus, for example, the higher percentages of student who expressed dissatisfaction with their efforts in learning in Year II compared with those in Year I may reflect higher achievement expectations rather than lower performance.

Diploma Credits. S.E.E.'s diversity of learning experiences is reflected both in its offering of credit courses leading to diplomas and its offering of a wide range of experiental learning opportunities such as community work, multi-media experiments and field trips. First year students, like students in Year I, chose to be heavily involved in S.E.E.'s experiential learning opportunities, rather than seeking to earn the normal annual quota of six diploma credits. Also, like students in Year I, they earned an average of 3.5 credits each over the year. Second year students, reflecting the general second-year "settling down"

phenomenon, earned an average of 4.6 credits per student. The distribution of credits earned during Year II is shown in Table 4.6.

According to the Ministry's guidelines in H.S.1, 27 credits are required for a Secondary School Graduation (Grade 12) Diploma and 33 for a Secondary School Honours (Grade 13) Diploma. By the end of Year II an overwhelming majority of first year students (90%) and second year students (77%) who began the year at the Grade 12 level, earned enough credits for a grade 12 diploma. However, a much smaller percentage of Grade 13 level students earned diplomas. (See Table 4.7).

Clearly, S.E.E. students have earned fewer diploma credits per year than most students in conventional high schools. There are both positive and negative reasons for this. First of all, the previous mentioned problems of adjustment and the fact that some students did little or no academic work while at S.E.E. cannot be denied. Assuming some expectation of academic achievement, it must be recognized that "S.E.E. isn't for everybody".* However, it must also be recognized that the conceptions of learning and intellectual activity at S.E.E. are different from most conventional high schools. At S.E.E., emphasis is almost always on the quality of work done and of the learning experience, rather than on quantity; process takes priority over production: depth is valued over broad coverage. Further, personal growth and development and involvement with the community life of the school are for many on an equal value plane with academic learning and work.

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* That there is disagreement as to what the purposes and expectations of the school is one of the main themes of this report and will be discussed more fully in Chapters VI and IX.

These facts have serious implications for the rate at which students earn diploma credits, which are, after all, a quantitative measure of academic output. If a student chooses to participate fully in the intellectual and social life of S.E.E., this may necessitate (at least for many students), a reduction in the rate at which diploma credits are earned. While the teachers have made great efforts to grant credits for a wide variety of learning activities, they are still constrained by Ministry guidelines and the need for visible academic products to justify the awarding of credits. Additionally, it is more difficult at S.E.E. to define the boundaries of a course and the students may find themselves investing much more time and energy in their education and in the school, while earning fewer credits than they would have with less effort in their former schools.

In our interviews and informal conversations, many students indicated they would rather spend two years at S.E.E. to earn a one year quota of credits than forego the numerous non-credit experiences in order to "finish up" in one year. This seems to us to be a valid and logical extension of the credit system and the concept of continuing education. It is also a testimonial to the intellectual and social environment provided at S.E.E.. We see no reason why a stigma should be attached to young people who choose to savour their learning experiences more slowly and thus accumulate their diploma credits at a more leisurely rate than others.

In Year II, 15 S.E.E. students achieved Grade 13 diplomas and applied to universities. Twelve were accepted and 11 finally enrolled in the Fall

of 1973.* In addition four students who had achieved enough credits for Grade 12 diplomas, but lacked enough for an Honours Diploma applied and were accepted to University. This represents a marked increase over Year I when only 12 of 19 students who achieved Grade 13 diplomas went on to university the following September. Apparently, Grade 13 students in Year II possessed stronger and more immediate university aspirations. It may also interest the reader to note that in Year II eight S.E.E. graduates received Ontario Scholarships.

Female/Male Differences. Our data also reveal that female students earned more diploma credits on the average than did male students in their first year at S.E.E.. (See Tables 4.8 and 4.9). In Year I 44% of female students as opposed to 25% of males earned 6 or more credits. In Year II, 32% of first year female students earned 6 or more credits, while only 13% of males did. These clear cut differences indicate that, at least in terms of meeting academic expectations, female students adjusted more quickly than males to independent learning at S.E.E.. However, the males seemed to catch up by the second year. Differences in the numbers of credits earned between male and female second year students were negligible. The male/female differences noted above are also reflected in our data on university acceptances and entrance. Thirteen of the sixteen students who graduated and went on th university were females.

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* One student is enrolled at the Ontario College of Art starting in January, 1974; another student who entered university in September has since left.

Chapter V

Student Perceptions of the Climate and Expectations at S.E.E.

Most of the data presented and discussed in this section are derived from responses to a lengthy questionnaire distributed to all students in May, 1973. Approximately two thirds of the students (43 of 60 first year students and 25 of the 36 second year students) completed questionnaires and returned them to us.* In most cases, the data are reported in terms of percentages in each response category. These data are also supplemented by comments taken from interviews with approximately one third of the total student population.**

A number of questions asked students to compare their activities and experiences in Year II with those of the previous year. Since the points of comparison for first and second year students during Year II of S.E.E.'s operation are different, we shall present the data in a way that highlights the differences between each group. The point of comparison for new students most typically seemed to be the experiences they had in the schools they attended prior to coming to S.E.E. For second year students, the point of comparison was most typically their prior year at S.E.E.

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* This is a lower return rate than we received on the questionnaire data in Phase I. For possible explanation of this, see Chapter II, p. 8

** For sampling procedures, see Chapter II, p.8

Given these different reference points it could be expected that first year students would tend to see the overall climate at S.E.E. in more positive terms than would second year students. Second year students would tend to be more critical in their comments, especially if they carried with them a positive image of their first year at S.E.E. Appendix E illustrates this trend. It contains sample responses to a question asking students to compare Year II with their previous year of school. The diversity and the contrasts among these comments should be kept in mind throughout this chapter.

To provide an organization for this section, we have grouped the data on student perceptions of the S.E.E. climate under the following general categories: (1) academic, (2) general intellectual, (3) interpersonal, (4) community-mindedness and (5) decision-making.

Academic Climate and Expectations

S.E.E. is many things to many people. What makes it a "school" is its power to offer courses and credits, though under conditions quite different from those in most high schools. We therefore wished to find out how students perceived and valued the academic climate at S.E.E. in Year II.

Table 5.1 summarizes the responses to a series of items related to student perceptions of courses and course work. In analyzing the data we have chosen to emphasize only large percentage differences (approximately 15 percentage points or more) in comparing the degree to which students

saw themselves, other students and teachers as highly valuing certain aspects of S.E.E.'s climate.* The responses suggest a number of S.E.E.'s strengths and problems.

In contrasting the degree to which first and second year students report personally valuing certain academic activities, the data showed only strong differences on two items. Responding to the question about "actively exploring community resources for information directly related to course work" 49 percent of the first year students and 20 percent of the second year students responded that they highly valued doing this. In addition, on the question related to "preparing a paper, film, seminar, etc. specifically designed to show others what I have learned" only 21 percent of the first year students reported highly valuing this, compared to 40 percent of the second year students.

When asked to what extent they actually engaged in the activities in question, second year students reported higher frequencies than first year students on "preparing papers, films, etc. designed to show others what I have learned" (36 percent compared to 19 percent), and "planning my own independent study, research, etc. related to my courses" (60 percent compared to 47 percent).

These data fit our impression of a pattern of adjustment to a radi-

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* The data in Table5.1 is a partial tabulation of ratings on a three-point scale (highly value, value somewhat, and considered unimportant). No more than a few students responded "consider unimportant" to any of these items.

cally different educational climate over a two year period. Second year students, better able to organize their time and their thoughts, did more independent work involving fairly complex self-initiated projects. However the second year students' relatively low valuation regarding exploring community resources should be a source of concern for S.E.E., in light of the objective of providing for experiential learning in the community.

Particularly telling in this regard is the contrast between the students' report of what they value compared with their perceptions of what they think teachers value. Almost all students (80 percent) saw teachers valuing highly "actively exploring community...." Clearly, the data suggest that teachers were seen to value this activity more than students.* To the degree that this conclusion is confirmed and considered relevant by the staff and students currently at S.E.E., it represents a problem for the school to overcome.

It is also interesting to note that more first year students valued "planning my own independent study, etc." than saw teachers valuing it. Perhaps the staff was somewhat more directive than first year students expected they would be. As the staff gathers more experience with student problems of adjustment to S.E.E., new students may see certain requirements or expectations as providing a more restrictive climate than

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* This is supported by teachers' reports of greater emphasis on community activity in their individual programs. See Chapter III and Appendix C.

they had anticipated.

Another interesting aspect of Table 5.1 is the contrast between what students reported they personally valued and what they saw other students personally valuing. Except for "planning my own independent study..." the trend for the first year students was to report little difference between what they valued and what other students valued. However, the second year students' responses reflect large discrepancies between self and other students on topics relating to "selecting topics, resources and methods," "preparing paper, film, etc. to demonstrate learning," "discussing ideas in depth relating to course work," and "planning own independent study" (this last item is true of new students also). Furthermore, the data reflect a perception that one's peers value academic activities far less than do teachers. The data related to self versus other student differences are important in understanding S.E.E. and probably reflect at least two dynamics. The first is that second year students perceived things as better and students as more serious at S.E.E. in Year I. We call this the "good old days" phenomenon. Secondly, the data also suggest that there may be a public and private face at S.E.E., where students privately value activities for which they publically express less concern. Informal conversations with students and staff and our own observations hinted at the existence of an "anti-academic" climate at S.E.E. not supportive of the kind of activities reported on in this section. The data mentioned above seem to lend partial support to this impression. If true, this should be an issue for the school since a supportive peer environment where one's fellow students are communicating that they support what you personally

value would seem to be a desirable goal. This dynamic is reflected also in the data in the next section.

To further give the reader a sense of the range of reactions to academic work at S.E.E., the following verbatim comments from the interviews are provided. The variety of attitudes reflected in these comments should caution the reader against too quickly generalizing about "the S.E.E. student."

"Every week there's something different. I just sit around and listen. I can't talk in front of many people, so I like a small group."

"A chance to hear each other's work; a chance for others to hear and to criticize mine. I can write basically what I want....What comes from inside me is not what the teacher wants to hear necessarily."

"Satisfied with all the courses that I'm presently taking. I get to do more on my own. I'm not pushed. In the courses where I do have to write tests, there's no time when I must write a test -- I can do it when I want to. I can go at my own pace. It's a relaxed atmosphere."

"I like researching. I don't like working that much in the classroom. I like going out. We're doing a project which allows me to go out and talk to people."

"If you take a really good book in class, you dig really deep and learn everything about it unlike normal school. Also, there are a lot of courses to choose from. I take poetry, and I've decided to interview Milton Acorn -- it's better than sitting in a class and doing nothing."

"I won't mind if I don't get any credits; I'm quite satisfied with what I've done this year. I haven't done as many material things (e.g. taking notes) -- although lately I've been doing a lot of writing because they want you to do it. I've been going out into the community and hitting places like City Hall -- just generally doing all sorts of things. I've learned a lot. Plus working at Channel 19; and working downtown with those kids which is really fun."

"It has more content -- the teacher knows what he's doing --

--- he's putting it forward to you so that all I have to do is listen. I really want to learn French...he makes it appear real, not just something that somebody speaks somewhere."

"I never really got into classes last year. I preferred to work alone. I had to have everything done for early acceptance and had two months to do it in...I felt the time was better spent on my own."

"I probably won't get any credits -- you can't just put a person in this environment and expect them to cope immediately. I'm going to get down to work next year. I just went crazy with the freedom. I just hope it's easy next year."

General Intellectual Climate

There is an obvious conceptual overlap between this category and the academic one. However, we decided to distinguish between activities related to course work and intellectual activities which may or may not be course-related since one of the major purposes of S.E.E. is to foster learning and intellectual activity beyond the boundaries of formal courses and classrooms. Table 5.2 summarizes the responses to several "general intellectual" activity items from the questionnaire.*

Both first and second year students seem to reflect the same tendency to personally value an activity more highly than they perceive other students as valuing it. Both groups report higher valuations for themselves as opposed to their perceptions of other students regarding the following activities: "getting into things other than course work" (for first year students: 85 percent versus 59 percent; for second year students: 56 percent versus 36 percent); "reading widely on a variety of subjects not necessarily related to course work" (for first year students: 75 percent

* See footnote on page 52

versus 47 percent; for second year students: 84 percent versus 28 percent); reading intensively on particular topics (for first year students: 49 percent versus 35 percent; for second year students: 60 percent versus 24 percent); expressing feelings through essays, poems, films, etc. or other work of art (for first year students: 67 percent versus 49 percent; for second year students: 80 percent versus 52 percent); and attending plays, films, etc., other cultural events (first year students: 61 percent versus 44 percent; second year students: 68 percent versus 24 percent).

It should be noted that in almost all cases the discrepancies are larger for the second year students. These findings reinforce our feeling that for many students there is a public and a private face at S.E.E.

It is also interesting to note that there were no discrepancies on the item referring to "exploring community for whatever experiences it may offer" because students rated this item as highly valued less frequently than they rated the others.*

As with academic activities, most students see teachers as placing a high value on intellectual activities which are not necessarily related to course work. However, the percentages are consistently lower than

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* This is another bit of disturbing data relative to S.E.E.'s goal of developing an experiential learning style.

those reported under the academic category. This suggests that teachers are seen as placing a somewhat higher value on course-related activities than on non-course related intellectual ones.

Unlike the academic items, there are fewer discrepancies between students' personal valuing of intellectual activities and their perceptions of how these are valued by teachers. For first year students, this only occurs for the item "getting into things other than course work" (81 percent versus 47 percent). This discrepancy seems consistent with our general impression that first year students tend to internalize the extra-course experiential education ethic of S.E.E. while retaining the view that teachers are still primarily concerned with courses.

For second year students, three items reflect discrepant perceptions. They see themselves as valuing more than teachers "reading widely..." (84 percent to 44 percent) and "discussing and analyzing in depth, ideas related to philosophy of life, religion, etc..." (60 percent to 40 percent). They see themselves as valuing less than teachers "discussion and analysis of social issues" (36 percent to 56 percent). These differences seem consistent with our image of a dominant ethic among students, i.e., that one should be more concerned with self and self-development...finding out who one is..., than with analysis of the world "out there."

There are some large differences between first and second year students among the items in our "general intellectual" category. While 81 percent of first year students report that they highly value "getting into things other than course work," only 56 percent of second year students do

so. Similarly, 56 percent of first year students perceive most other students as valuing this kind of activity while only 36 percent of second year students do. Perhaps after having devoted a year to "getting into things other than course work," the students in their second year at S.E.E. came to feel that there is less value in this than before, or that there is more value in course work itself.

In response to five of the eight general intellectual activity items, a substantially larger percentage of first year students than second year students checked the "most students value highly" category. Again these differences probably reflect the different points of reference (old school versus S.E.E. in Year I) of the two groups.

Interpersonal Climate

In this section we present information on student perceptions of the peer climate and of relations with teachers, primarily in a non-academic context. Most students completing their first year at S.E.E. continue to contrast the peer environment at S.E.E. to their previous school(s) in highly positive terms. The following are a number of exerpts from the interviews which illustrate this point.

> Everyone accepts everyone for what they are - money and clothes are not criteria for judgement. Relationships are warmer....can talk about deep, meaningful things with some people and they don't laugh or reject you.

> People are friendly; they're great....it's more relaxed and you can do what you want. Small size is important. People here don't put on a face.

> Old school discussions were superficial....environment restrictive. Everyone here has opinions, intelligent, knowledgeable, and deep.
>
> It's a place to get to know people....still phoniness here....but not nearly as much.
>
> Everyone gets along - most people accept each other. The atmosphere is tolerant and friendly....people are happier than kids in other schools - no wonder! No barriers here between ages and grades.

To some extent S.E.E. anticipated the predictable problem of divisions occurring in the school between first and second year students. This division was indeed evident, particularly at the start of the year. However, most students felt this was not a problem by the spring. Evidence for this is found in that while 56% of the first year students reported that they found S.E.E. a friendly and open place when they arrived, this figure jumped to 75% when they were asked how they felt about it in May, 1973.

This aspect of the school is clearly illustrated by the comments of a first year student:

> At the beginning, cliques were forming among first year people; cliques among second year people. It's breaking down now. Will probably happen next year too. There are people whom I feel are unapproachable simply because they've been here longer than I have.

However, speaking about S.E.E. in contrast to her old school, from the perspective of the month of May, the student continues:

> Everyone knows each other here - puts up with each others' faults. I've made a lot of friends here, more friends than I would have in my old school. Because the size of S.E.E. is so small, what you do affects others, so you work together co-operatively. But there's still not as much co-operation as could be.

It should be noted that this kind of positive reaction is in part due to the small size of the school. However, this is not the whole story.

Perhaps more important is the school's voluntary nature. The following interview excerpt speaks for itself.

> At my old school, I'd known people since we were little kids - our relationships were largely based on association; here we're kindred spirits - we become associated because we share interests. I haven't lost my old friends, but it's different. I could see someone from S.E.E. once a month, and someone from my old school everyday, but the conversation with the person from S..E.E. would be much deeper, closer. I really feel close to a lot of people here....people are here because they want to be.

At this point, we must caution the reader that (as stated in Chapter II) there is a positive bias in our data in that we did not interview any of those who entered S.E.E. in Year I and subsequently left. However, we do know from informal discussions with some who have left that S.E.E. was not Nirvana for everybody. The following is one example of a negative reaction by a first year student who decided not to return for Year III.

> I came here tremendously excited and became tremendously disillusioned....the majority of students here didn't really please me too much....the concept of the school seems to be getting in the way of its functioning....the majority of kids try to live up to being free school freaks...I've found nothing here...

Second year students, of course, viewed the peer climate from the point of reference of the first year of S.E.E.'s existence. Remembering the cohesiveness and comraderie that developed in the first year, it is not surprising that a substantial minority of second year students (36%), reported that they found people at S.E.E. less open to each other than they had been in the first year. (4% said more open, 24% about the same, 24% couldn't say). Furthermore, 44% of the second year students also reported that there were more divisons within the school in its second year than there had been in the first year.

Here are a few interview excerpts from second year students. Care should be taken to recall they are comparing their second year at S.E.E. with their first.

> ..quality of school seems bit lower...maybe its just that I'm in school more and I'm more critical, or that I'm getting more out of it and I expect other's to do the same. Last year only knew my friends, this year I know I have a lot more friends.

> ...new bunch of kids, less enthusiastic than last year. It's not as good as last year - I know there are some not doing anything and they don't care.

> ....not as good this year as last year. Social thing has changed - broken into groups - first and second year students....we were more unified last year.

> ....not as closely knit - maybe because second year or because a lot of my friends have left...knew kids a lot faster last year...this year there are still kids I don't know.

However, not everyone viewed the changes with a jaundiced eye:

> Personal relationships are still the same this year. Sure there are cliques, but they're not closed.

> Rambunctious people last year have dropped out. Everyone settled down this year and started working. I feel good about the changes - a lot of people didn't get along very well last year...more doing better this year. Kids are friendlier this year and more steered toward doing their work. We're getting more rules (self-imposed) than last year, but that's not bad.

Table 5.3 summarizes student responses to questionnaire items dealing with their relationships with teachers. The overwhelming majority of students report that their relationships with teachers over the year concerning the academic matters were satisfactory to good. However, the percentages drop somewhat for relationships concerning personal problems and counselling about courses and future plans, and first year students seem somewhat less satisfied than second year students. This difference seems consistent with the fact

that second year students have had a longer period of time to establish relationships with teachers that go deeper than more immediate academic concerns. There is no question that a substantial number of students have found value in the close, personal teacher-student relationships that the size and informality of the school encourages. However, this often places a heavy demand on teachers' time and energies and is an issue we will discuss in our recommendations. (See Chapter IX.)

It should be noted that some resource teachers, part-time staff and the school secretary-administrative assistant also share important, personal relations with many students. Several of those who were singled out as particularly significant individuals in the lives of a number of students were women. (The four full-time staff are all men.)

Community-mindedness

In order to get some sense of how students perceived the climate of student co-operation and committment regarding matters concerning the whole school-community, we asked them to estimate the degree of co-operation among students with respect to the care and maintenance of the building, sharing resources, tutoring other students, co-operating with majority decisions, and helping others clarify and express their views on issues. The responses to these questions are summarized in Table 5.4. Clearly the first year students perceive a higher degree of co-operation in all these areas than do the second year students. Again this would seem to be consistent with a tendancy of new students to take a more positive stance toward all aspects of S.E.E. while the second year students assume a more

critical posture. However, we would not discount the possibility that these differences may represent a real change in the climate from the first year to the second. In the first year of S.E.E.'s operation, all students began on an equal footing and shared the experience of helping make S.E.E. work through its trial period. In the second year, only one-third of the original student body returned to be joined by 65 new students who had not shared in those important experiences of S.E.E.'s first year. Perhaps this lessened the overall feeling of committment to each other.

This is to some extent reflected in the interview comments - first some excerpts from first year student interviews: (These comments were in response to the question: Are there expectations you feel other students have of you?)

> I expect people to do things that should be done and on time, and if they don't do them I take it upon myself to do them. We all rely on the other students; if they don't do what they're supposed to, it's like a chain with a missing link.
>
> ...to get involved, not to be apathetic, to be responsible.

Contrast these with remarks from some of the second year students to the same question:

> ...don't think anybody cares about anyone else that much.. it's one of the problems of the school.
>
> ...it's accepted that everybody does their own thing.
>
> ..all in their own little world - like me - I don't care what anybody else does as long as it doesn't affect me.
>
> ....nobody worries about the other person's opinions.

These contrasting comments seem to reflect a real difference in the

perceptions regarding this aspect of S.E.E.'s second year. The difference is further supported by interview responses to the question: "Have you found adequate co-operation among students in setting up and participating in group activites not related to course work?". Substantially more second year students than first year students replied "no" to this item. Sample interview comments include:

First Year Students

Yes! Kids put up posters to let us know about picnics, etc. and everyone goes.

Yes, students help each other with course work. People care about the future of the school and what's happening around the school.

At the beginning, when an idea comes up, invariably there'll be maybe a dozen people who say "yes, I'll help", but in the long run it's kind of disappointing - people have other things and they just get in because...I mean the motives are sincere, but a lot of times there's nothing to back it up - they're incapable or they just lose interest.

People have willingness to do things and to start getting things going, but they won't take the responsibility of actually doing it. It's hard to get people to do things. That's why I prefer to do things by myself.

You get lots of co-operation but not much action. It usually takes one person to get it underway, but you get quite a bit of co-operation. Things usually get done.

Second Year Students

People say they'll do something and they don't; there is a reluctance to hassle anyone...hassling is considered such a terrible evil in itself....

Not really - tried setting up a (non-credit) course. Still a lot of apathy....people don't know what's expect of them.

I tried to set up a S.E.E. string quartet...but it's really difficult to get people together...we come on different days of the week.....

> Are you kidding! I've never seen any kind of co-operation. They start like balls of fire, then it cools off and they start to disagree...nothing gets done unless someone does it indivIdually. There are disadvantages to this system...e.g. The lack of organization; but I wouldn't want to see things changed and have one person organize everything....
>
> Yes - the co-operation has been okay...trips, coffee houses a success...at my old school I didn't have a chance to do things like that....it was always being put down by someone.
>
> Everyone originally enthusiastic but then they have so may things to do that things fall apart. People working....papers to do...etc. It's not that people don't want to participate/co-operate...it's just that there are other things to do.

These last two comments are indicative of a general problem at S.E.E.. With so much individual work and everyone on an individual schedule, it is often difficult to bring people together. Additionally, second year students may have been more critical than first year students because they tended to be more active in trying to initiate events (53% of the second year students reported they tried to initiate some group activity as compared with 39% of the first year students.)

Whether these problems were unique to S.E.E.'s second year or represent an on-going problem, the school itself must decide. It is possible that S.E.E.'s individually-oriented independent study mode of operation places limits on how much support "school-community" events can muster. Certainly not every student at S.E.E. values the "community spirit" and a great many would <u>not</u> want to see things more "organized" so that people would be pressured to appear together at fixed times.

We raise these issues only in the spirit of reflecting some student frustrations back to the staff and students, for unless they have power to identify what they see as problems, the concept of a S.E.E. school as a community will become meaningless.

Decision-making

Issues regarding student participation in decision-making, like the issues of community co-operation at S.E.E., deserve special consideration. This is so not only because of the emphasis placed on these issues in the informally understood S.E.E. "philosophy" but because it underscores one of the great strengths and unusual features of the school's operation.

To get information relevant to student participation in decision-making we asked questions concerning the perceived effectiveness of (and attendance at) general meetings which have served as the community forum for dealing with issues of policy and problems within the school. We also asked students to estimate how much say they felt they had about the different aspects of S.E.E.'s operations and whether or not they wanted to have a say in any of these areas. (See Table 5.5.)

The responses to questions concerning the effectiveness of general meetings are summarized in the Table 5.6. There seems to be general agreement that the general meetings are most effective for letting off steam and communicating information and least effective for deciding school policy and disciplining students. Self-reported attendance also seems

to be substantial in view of the fact that no compulsion or pressure is used to enforce attendance. Over 80% of the students report that they have attended at least 6 of the approximately 15 general meetings held prior to our survey; over 40% attended at least 11 meetings. We found little or no difference in attendance rates for first and second year students.

By no means do we wish to give the impression that students (or staff) are in agreement over the effectiveness of general meetings as a forum of school government. The general meeting averages in its attendance between 45 to 50 students. The number ranged from over 80 in the early fall to 20 in May, and appears to depend on the issues and the time of year.

In its second year, this forum dealt with emotionally charged issues that affected everyone. Those issues included the academic nature of the school, the nature of teacher's role, admission procedures for year II and "rules" of social behavior in the school. Feelings ran high and in our interviews students expressed their frustrations over indecision, inability to enforce decisions, over-long meetings, etc..

However, no matter how inefficient and muddling the process was, the interviews made it clear that, from the students' point of view, the general meeting is tied to a basic ethic of the school. This is best expressed by a first year student:

> I don't know if we need one or not (a school council or cabinet), but I don't want one because that would start sort of a definite class system in a way, which would be a real drag, because there is a definite equality between everyone here. Supposedly anyone on a committee wouldn't have any more rights than anyone else, they'd just compile things - but I got out of that sort of thing at my old school where there was the highly bureaucratic office and the student's council underneath which was nothing more than a puppet of the student-staff advisor. I like some thing where averyone contributes.

This does not mean that we (nor a large number of those in the school) feel that the decision-making process in general meetings could not nor should not be improved upon. Rather, we wish to point out that any improvements must take into account the previously stated ethic which for many students is the core of the S.E.E. experience. It should be noted that the suggestions for improvement have been made by staff and students and to our knowledge are currently being implemented.

How this experience has affected those involved in self-government, we cannot really say, but consider the following. We surveyed student attitudes toward different aspects of the decision-making process--including whether issues should be decided by consensus or majority vote, whether there should be a substantial quorum (a majority) required at general meetings for decisions to be made, and whether decisions of the general meeting should be binding on everyone. The distribution of responses for first and second year students are presented in Table 5.7. The majority stance on the issues raised in our survey sees clear cut: resolution of issues by majority vote is clearly favoured over decision-making by consensus; and the majority feel that decisions taken at general meetings should be binding on the whole community. We should note, however, that

there was a large percentage of students who reported that they were undecided or had no opinion on the issue of whether decisions should be binding on all. Most importantly, however, a substantially larger percentage of old students than new students supported this position. Thus the students seem to be more divided on this issue than on the others, a division which probably reflects the struggle for a balance between personal freedom and responsibility to the community.

In our view, the general meeting has a significance which goes beyond its formal decision-making functions. Through participation in the general meeting, students at S.E.E. are given the opportunity to experience the problems and frustrations of developing a social order out of a collection of differing individual interests and motivations. Few schools provide students with this kind of experience in community living.

Chanter VI

Staff Perceptions of S.E.E. in its Second Year

To provide us with a staff perspective on problems and changes at S.E.E. we conducted in-depth interviews with the four full-time teachers in June, 1973. The interviewer was Simon and the questions covered topics of special concern to the staff as well as some from the student interviews. In this section we shall attempt to convey our sense of how the school looked and was experienced by its teaching staff in Year II. We shall also try to point out general areas of agreement and disagreement among the four teachers on issues related to S.E.E.'s experiences over a two year period. In order to maintain the confidentiality of individual responses, we will neither mention names nor cite direct quotations from the interviews.

It should be obvious by now that S.E.E. in its second year was very different from what it had been in its first year and the teachers commented on some of the major differences in the interviews. All agreed that there had been a dynamic, almost frenetic quality in the first year which sharply diminished, perhaps even disappeared, in the second year. While part of the decline in dynamism was attributed to the fact that the school was no longer a brand-new venture, some staff members also noted the departure of a group of aggressive and articulate student leaders at the end of Year I. First year students in Year II were described variously as more conservative, passive,

docile, even apathetic. However, individual teachers differed in their perceptions of how extensive this phenomenon was. They also differed in their evaluations of this change. Some expressed disappointment; others felt that it signified a trend toward the development of a more serious attitude toward academic work in the school.

Other teacher comments centered on the first year versus second year student split,* although all teachers did not express concern about this. Some reported having closer relationships with second year students than with first year ones, but we also noted exceptions to this. Teachers also commented on the problem of incorporating new students into an ongoing, established setting. This was manifested in the formation of sub-groups which tended to congregate in particular areas of the school, and in the initial reticence of first year students to participate in seminars or to take an active part in general meetings.

All four staff members expressed a range of concerns over the priority given to academic work and intellectual activities at S.E.E.. Students were perceived as divided, both in terms of their academic motivations and their ability to assume initiative and to work independently. While all four teachers generally placed a high value on academic work and intellectual activity, they differed somewhat in their conceptions of the range of activities that would qualify as legitimate (worthy of course credits) and intellectually valuable. More importantly they differed in their expressed attitudes toward students who were not "producing" enough academic work, and what should be done about this situation. The presence in the school of a significant number of students

* See Chapter V

who did not appear to be motivated to do serious academic work -- who either were seeking the opportunity to get into more "experiential" learning activities without regard to formal course credits, or were more concerned with personal growth and a quest for self-knowledge, or appeared to be using S.E.E. as a sort of "halfway house" between regular high school and dropping out -- was viewed by some staff members as a potential threat to the school's academic integrity, by others as a source of vitality, perhaps enhancing the academic climate of the school. At one extreme a more rigorous "screening policy" to minimize the intake of unmotivated and/or dependent students was advocated. At the other extreme a more open admissions policy to create even more diversity was recommended. This basic tension within and among the staff members between a desire for greater cohesion and uniformity on one hand, and greater diversity on the other, will be discussed below as we turn to a consideration of some of the basic issues which concerned and tended to divide S.E.E.'s teaching staff at the end of Year II.

Issues and Problems Dividing the Staff

The fact that each of the four regular staff members at S.E.E. is charged with the responsibility of mounting a full program covering two or more subject areas to meet the needs and interest of a collection of highly individualistic students is enough to account for a great deal of the frustration expressed in the interviews concerning the demands of the job and the enormous difficulties inherent in any attempt to coordinate these diverse activities and to communicate about the purposes and directions of the school as a whole. That the original staff of S.E.E. remained intact over a two

year (2½ years at the time of this writing) period is, in itself, a tribute to their dedication and commitment to the school and to their professional responsibilities. This is not gratuitous praise. High teacher turnover in innovative new schools is a widespread phenomenon. Our delineation of some persistent issues here and our recommendations at the end of this report should be viewed with this in mind.

As we see it, the issues that concern and divide the staff arise from different underlying conceptions of the relationship between S.E.E.'s academic mission and its commitments to the personal and social development of its students. Like most schools and other organizations, S.E.E. was initially created to achieve several goals. These goals were not ranked in any order of priority. The staff and students were free to determine their own priorities and it could not have been otherwise. Not surprisingly the priorities of individual staff members and of individual students differ; thus their conceptions of the total mission of the school differ.

To convey the flavor of these different conceptions we shall attempt to sketch out two ideal-type value images of the school which appear to be the main focus of tension among the staff regarding S.E.E.'s future direction. Before doing so, however, we wish to caution the reader emphatically on the following points.

First, the value images are a composite and do not reflect the views or perceptions of any single teacher or student at S.E.E.. Second, they are not

fixed or mutually exclusive so that any individual may subscribe to elements of both (even if they may ultimately conflict). Third, they are not intended to serve as description of S.E.E. or of anyone's percention of what S.E.E. is; rather, they are alternative images of what S.E.E. ought to or might be.* Furthermore, we are not, in any way, suggesting that one image of S.E.E. is better than the other in educational terms. Even if our language seems to imply a bias, this bias is only a reflection of our personal preferences and not of our professional judgement about what would be "best" for S.E.E.. Both conceptions are, in our view, valid and valuable. Certainly they both need to be cultivated in a system committed to providing students with a range of learning environment options. Whether both concentions can co-exist for long in a single setting is an open question. The fact that they have existed at S.E.E. during its first two years has placed an additional strain on an already overtaxed staff.

Two Images of S.E.E.

From one perspective, S.E.E. could be viewed as a developing mini-school offering a range of courses and independent study options for motivated students who can work well on their own and prefer the informality and face-to-face relationships of a small school setting. Alternatively the school could be characterized as an attempt to create a setting where students assume increasing responsibility for their learning and share with the staff in build-

* These images are intended to serve as starting points for a dialogue among staff and students about the future direction of S.E.E.. For some specific issues which such a dialogue should address, see Chapter IX.

ing and maintaining a self-governing, egalitarian educational community.*

The "mini-school" conception may be roughly outlined as follows. There is an established program consisting of a range of credit courses requiring a specified quantity and quality of academic work. In addition, students may contract individually with teachers to engage in a variety of independent study programs and projects beyond the range of the regular course offerings. The staff carries the primary responsibility for developing program offerings, for determining what constitutes acceptable evidence of learning and for evaluating that learning and granting credits. However, students are essentially free to select their own courses and experiences based on individual interest and need. Those who are interested may also initiate courses and participate in planning and evaluating courses, but this, again, a matter of individual choice. Activities outside of this program, are essentially extra-curricular and, while they may have educational value in their own right, they do not count toward a diploma unless a

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* A third image of the school, as a "halfway house" between regular school and no school, was clearly recognized and valued by a number of students and parents. The teachers also acknowledged this image but did not seem to feel that it represented a valid conception of S.E.E.'s mission. This conception S.E.E. offers some students a low pressure environment in which they can concentrate on finding themselves and on reassessing and re-orienting their educational and vocational goals. Many adolescents are confused and anxious about who they are and where they are going, about what is worth learning and doing and are simply not capable of responding clearly to demands for decisions that may affect their future lives. Some prefer to resolve the tension by letting others (parents, teachers, guidance counsellors) make the decisions for them. Others prefer to struggle with the indecision and S.E.E. provides them with the time and support in a school setting where they are not stigmatized as "drop-outs". In future dialogue about the future of S.E.E. or other educational alternatives, the "halfway house" image merits serious consideration.

tangible product which can be evaluated is submitted. The environment and instructional approaches are geared primarily to accommodate students who enter with both academic motivation and the ability to work effectively with minimal direction and little or no supervision. A small proportion of non-academically oriented students can be tolerated so long as they do not seriously interfere with the academic mission of the school. The governance and administration of the school is also the responsibility of the staff although students may have a voice in these matters, preferably through some system of representation, if they so wish. In general, however, each individual sutdent is responsible for her/his own behaviour and decisions are a private matter so long as they do not interfere with the rights and liberties of others.

The "educational community" conception of S.E.E. would be described as follows. Course result from the interaction of student and teacher interests and abilities. Credits are awarded upon satisfactory completion of a specified amount of work, but it is up to the individual to decide whether he/she wishes to have a particular educational experience accredited. Students are expected to participate with staff in the responsibility for developing the program, determining the resources and instructional approaches to be used, and evaluating the results. Students are also expected to participate in the governance and administration of the school. Matters of general school policy, within legal limits set by the Board and the Ministry, rests with the General Meeting which is open to all members of the community, each with an equal voice and vote. The social life and interpersonal relationships within the school are intimately interwoven with its intellectual and academic functions. Diversity and individuality are valued in the educational community

but personal growth and development are seen as taking place within a network of shared values and community obligations. Personal liberty and autonomy are valued but are subject to limitations set by the community. This clearly implies that the "do your own thing" ethic is not an acceptable justification for actions. Indeed individual freedom may be more limited than that found in the mini-school. Members, staff and student alike, are expected to help each other and to promote the general welfare. As adults, teachers bear a special responsibility to help students participate more effectively in the life of the community.

A reader with a bias toward "communitaria/humanistic" rhetoric might find the educational community concention more attractive than the mini-school one. However, the relative rhetorical appeal of each conception is not relevant to its validity within the current realities at S.E.E..

Before elaborating on the conflicts within and between these alternative conceptions, we wish to emphasize the common features of these two ideal-type characterizations so that shared values will not be lost among the differences. Clearly, intellectual and academic values are prominent in both conceptions. Both place a high value on the small-scale intimacy and informality which allows teachers and students to relate to each other more directly. They value closer relationships without the constraints imposed by large numbers, rigid timetables and the need to regulate movement and be constantly vigilant against threats to the public order--conditions which typically, and perhaps necessarily, characterize large high school settings. However, this intimacy is not an unmixed blessing, which leads us to some pressures and conflicts which the staff talked about in the interviews.

Relating to students in a friendly, informal way and knowing them as people, on one hand, and also having to evaluate their work and make decisions which may affect their futures at S.E.E. (or at university) on the other, was a major source of discomfort for the teachers in the two years of our research. Three of the four expressed strong feelings of conflict over their friend/evaluator roles. In one way or another, all indicated that it was more difficult to maintain a reasonable degree of "objectivity" in evaluating students' progress and performance when they had knowledge of personal considerations related to that performance. Undoubtedly, this conflict is felt keenly by any teacher with a student he knows particularly well. However, it would seem that the problem is more acutely felt at S.E.E. where anonymity is virtually impossible and where there are no uniform criteria or standards for evaluating work.

What of the conflicts between the alternative conceptions we have described? We feel that each conception has different implications for instruction, teacher roles, evaluation and accreditation, staff-student relations, and admission policy. Furthermore, differences of opinion on these critical aspects of the S.E.E. program have been a source of disagreement and conflict in the school. We shall address in Chapter IX the issue of whether the two sets of ideals can exist in the same program. Below, however, are specific differences among staff concerning how the program should function.

Specific Issues

The issue of criteria and standards regarding evaluation seems to have

been a source of tension and disagreement among the staff. Simply put, the notion of uniform, objective criteria and standards seems to be incompatible with a program philosophy which emphasizes individuality and a plurality of educational goals and means. The teacher who is faced with the problem of assigning a mark to a particular experience must engage in a complex calculus, taking into account a range of factors including the quantity of work done, the apparent effort put in, how much "creativity" is exhibited, how this compares with earlier efforts by the same student and current efforts by other students, etc., etc.. Some staff members saw no viable alternative to this cumbersome process; others advocated more uniform standards with regard to academic work expectations.

Student involvement in evaluation posed another problem. Some staff members saw no particular value in encouraging students to assess their own work. Others saw this as an integral part of S.E.E.'s mission to foster self-directed and self-evaluated learning. The problem was further compounded by the dependence of most students on teacher evaluation and their reluctance to evaluate their own work.

The four teachers were also asked to comment on their roles as academic and personal advisors and counsellors to students at S.E.E.. Their responses conveyed considerable ambivalence toward this role and also suggested differences among them concerning the legitimacy of the advisor-counsellor role. In varying degrees, the staff expressed discomfort concerning their ability to handle the "counsellor" role. They seemed to enjoy getting to know students more fully but at least some were taken aback at the extent and seriousness of the personal problems that came to their attention. This was

not what we were trained to do, was one general reaction. On the other hand, a staff member who felt somewhat less inadequate to the task questioned whether many students would accept more extensive guidance -- e.g. monthly conferences with a staff member -- as legitimate at S.E.E..

Staff members also differed over their perceptions of the relationship between their personal contacts with students and their professional responsibilities as teachers. For some, the personal contacts, though rewarding, were perceived as essentially separate from academic matters. For others the two were seen as intimately related, i.e. a closer personal relationship between teacher and student which could provide a foundation for the more serious pursuit of knowledge, etc..

Another issue dividing the staff, and also a source of tension within individual teachers, was the diversity of goals, aspirations, life situations, motivations, etc. among students at S.E.E.. While all four staff members naturally indicated a preference for the more intellectual student with a keen interest in the teacher's subject area, they differed fundamentally over what stance should be taken toward others. At one extreme there was a strong urge to "weed them out" by initial screening and more rigorous evaluation according to clearly stated criteria and standards of performance. A "middle" position expressed a sort of laissez-faire tolerance with hopes that some would catch fire. A different stance called for more effort on the part of the staff to help these non-academic students find themselves and to direct them to more serious academic work. Some teachers were quite clearly in favor of one position or another. Others tended to waver between providing more direction and support for non-academic students and a laissez-faire tolerance.

To sum up our impressions gained from the interviews with S.E.E.'s teachers, we found general support for S.E.E.'s academic mission and a sense of satisfaction from working with intellectually able and curious students in an intimate and informal environment. However, we did not find agreement on how this mission should be carried out -- e.g. methods of instruction, teacher responsibilities, criteria for evaluation. In addition, we found the staff to be divided over issues related to the social and community aspects of S.E.E. and noted a disturbing trend toward the development of isolated mini-departments with little communication, formal or informal, among them. We shall return to this theme when we set forth our recommendations in the closing chapter of this report.

In concluding this section, we wish to re-emphasize the dedication and commitment exhibited by S.E.E.'s teachers. The task of launching a new alternative school and seeing it through the unavoidable problems and conflicts of its first two years is an awesome one. The demands on their time, energy, ingenuity and capacity to adjust have been enormous and they have met the challenge head-on as individuals, if not as a team. If students have been the main source of S.E.E.'s vitality, the teachers have provided the stability and guidance to direct this vitality and to ensure S.E.E.'s survival and growth during this period.

Chapter VII

Parents' Views on S.E.E.

To find out how parents felt about their offspring being at S.E.E. and how they viewed and evaluated the school itself, we sent questionnaires to the parents of all students enrolled in 1972-73.* A copy of the questionnaire is appended to this report. The parents of 75 percent of the first year students returned the questionnaires. However, only 30 percent of the parents of second year students responded, in spite of follow-up letters and telephone calls. We felt that any general statements based on such a small sample (11) would be of dubious validity. Therefore we separated this group from our general discussion, and are reporting only the quantitative data from the questionnaires of parents of students who entered S.E.E. in the fall of 1972. These data are reported separately for mothers (N=39) and fathers (N=18). We must also caution the reader about the data on the father responses because of the small sample.

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* Two questionnaires were sent for each student so that mothers and fathers could respond separately if they wished. Ten pairs of parents of first year students and three pairs of second year parents took up this option.

Initial Feelings toward Offspring's Application to S.E.E.

The attitudes and feelings expressed by parents regarding their offspring's decision to apply to S.E.E. ranged from enthusiastic support to active opposition. The distribution of responses is summarized in Table 7.1 A substantial majority -- 72 percent of mothers and 50 percent of fathers who responded -- indicated enthusiastic or qualified support for the decision. Only a minority -- 9 percent of mothers and 28 percent of fathers -- expressed disapproval or active opposition. On the whole, mothers appeared to be more positive in their initial attitudes while fathers tended to be more negative.

However, when one surveys the reasons given in relation to this question, a varied and complex pattern emerges. Parents who supported their offspring's decision to apply to S.E.E. apparently did so for a variety of very different reasons, some of which bear little relation to S.E.E.'s philosophy. Some parents viewed S.E.E. as the only alternative to dropping out of school. Others saw it as a way out of an unhappy match between their offspring and the schools they had been attending prior to S.E.E. Still others were critical of conventional schools and curricula in general.

A minority of parents expressed enthusiasm for S.E.E. itself -- its philosophy, program, teachers, social environment, etc. These in turn were divided between expressions of support for the concept of education that S.E.E. represents and a belief that S.E.E. would be a parti-

cularly appropriate learning environment for their own offspring. The variety of reasons for supporting applications to S.E.E. are partially illustrated by the following excerpts from the parent questionnaires:

"...There was no way he was going to take Grade 13 but then he heard about S.E.E. and the concept appealed to him."

"Our son was not particularly happy at the school he was attending. He was bored and did not attend classes regularly. We did not know too much about S.E.E., but thought the change in schooling could be an improvement."

"We felt that the structured school system was stifling, and the rigidity of the curriculum did not encourage learning."

"My son has always functioned badly in a rigid, authoritarian school. His level of achievement seemed to rise in direct proportion to the amount of freedom a particular school or teacher afforded him."

We supported his decision because he was very unhappy at ---------- and would probably have dropped out in due course.... Our misgivings stemmed mainly from a lack of knowledge about the S.E.E. system."

"I heard Mr. Sauro speak on the S.E.E. school and was approving of the philosophy; I had seen the first year's candidates at the Education Centre...and thought them collectively to be an interesting and intelligent crowd; my son was unhappy, dissatisfied and critical of the ... school he attended; any change would have been a good change for him, and S.E.E. appeared to be an ideal one.... I was worried he might drop out."

"I was sure that this kind of school was suited to our daughter -- small classes, better teacher-student relationships, more self-discipline would make learning a joy.... I myself went to a similar school..."

"I believed that my son had the personal qualities to make S.E.E. a good risk. He is relatively independent in his views and judgements and, while not a "student" in the academic sense, is keenly interested in learning....He was keenly interested in trying out the school and I had faith in his being able to survive it -- probably to his ultimate benefit -- even if it wasn't what he expected. Also I believe in the basic concept of involvement and responsibility that I believe is inherent in the philosopy of S.E.E.... My son's

mother was not as supportive as I. She is more traditional in her outlook...."

In some cases parents disagreed with each other over their offspring's decision to apply to S.E.E. Separate questionnaires were returned by both parents of ten students. In three cases, the mother and father were at opposite poles. The last comment above illustrates the kind of differences in educational philosophy that may exist between parents.

The overwhelming majority of parents of students who entered S.E.E. in the fall of 1972 expressed some reservations about their offspring's decision to go to S.E.E. Some admitted that they knew little or nothing about the school and how it operated and were therefore wary of the change. Others expressed concern that a son or daughter who was doing well in regular school might have difficulty adjusting to the personal freedom at S.E.E., and might thereby jeopardize his or her educational future. Some illustriative comments are given below:

"I feel the teen maturing period requires some discipline and direction. In later years one seldom has a choice to do as one chooses."

"She was uncomfortable and unsatisfied with her school, but it seemed to me that S.E.E. did not inspire students to work."

"I wondered if Year Five was the time to make a change when so much depends on the quality of work and choice of subjects."

"I felt that he might not be mature enough to handle the program....The program gives too much free time for students at this age...."

"We felt she may get careless about doing her school work without supervision and no actual deadlines to meet."

"She was doing very well at the school she was at, and we felt...it was better not to change as she might not like it as much as she thought at S.E.E. However, she felt very strongly about her decision and we agreed with her reasoning and knew she was really capable of doing whatever she really decided on...."

"As an alternative form of education I could see S.E.E. meeting the needs of some students -- mature students who could accept responsibility. My own philosophy of education is similar to that of the school. My only misgiving was whether or not my daughter could accept responsibility for her work and organize herself to achieve her goals."

"I felt that she would be unable to discipline herself to work in an unregimented school. I felt she would perhaps not want to apply herself to working on her own as she had been spoonfed her knowledge to this point."

Parents who expressed disapproval of, or actively opposed their daughter or son's application to S.E.E., either disagreed with the S.E.E. philosophy or felt that their offspring weren't capable of operating effectively in a relatively unsupervised, non-directive environment, or both. In many cases, their misgivings were similar to those expressed by supportive parents, but in a more negative way as the comments below indicate:

"He needs someone at his back pushing and demanding that things be done. This school leaves the student pretty much on his own. It might be good for some children, but not for all...."

"He was not a responsible student. I felt that if he didn't have to go to school at all, that's exactly what he'd do, not go."

"I felt and still feel that the students are not taught that 'life is not a bowl of cherries.' We have to do things we don't like and are not interested in...."

"From what I was told about S.E.E. the students were left too much on their own. Without a little pressure from teachers, students don't try too hard."

"I wanted her to continue her education at the school she started with all her chums....I knew the school she had attended had a good reputation..., but I knew little of the other. I didn't believe in her being left on her own as much with less supervision and guidance... "

"(1) I was not enchanted with the philosophy of the school; (2) I did not feel that he could operate to his benefit in that kind of environment."

"I felt she needed some more school structure stronger than S.E.E. but a bit different from regular schools."

"I believe my daughter chose S.E.E. mainly because she did not wish to go to school and felt that S.E.E. would be much less demanding than regular secondary school and therefore the lesser of two evils."

A common theme runs through the comments of many parents who expressed serious misgivings about the appropriateness of S.E.E. for their offspring -- lack of confidence in their ability (and in some cases motivation) to work without supervision and prodding, to manage their own time and to choose wisely, and generally to assume more responsibility for their own lives and education than they had been given prior to S.E.E. By way of contrast, many enthusiastic parents and even some who expressed misgivings expressed a fundamental confidence in their offspring's capabilities and judgement. Some possible implications of parental support or non-support for student performance and adjustment to S.E.E. are discussed at the conclusion of this chapter.

Changes in Attitudes

If initial parental attitudes toward S.E.E. were largely based on

preconceptions of what S.E.E. was about and what a "good" education should be, attitudes expressed toward the end of the year reflected to some extent both the operating realities of the school and parents' perceptions of what their offspring were doing or not doing in relation to the S.E.E. program. When asked if their attitudes toward S.E.E. had changed over the year, 36 percent of mothers (N=39) and 22 percent of fathers (N=18) reported that they felt more positive than they had at first; only 10 percent of mothers and 22 percent of fathers said they felt more negative; half of the responding parents reported little or no change in their attitudes. The absence of any significant reported attitude changes on the part of half of the parents who responded to our questionnaire suggests that, in many cases, first year S.E.E. students lived up to (or down to) their parents' expectations of them.

The most frequently cited reasons for positive attitude changes were academic achievement, more positive attitudes toward school and education, evidence of increased maturity and self-discipline, and broadening of interests. Major reasons for negative changes were disappointment with academic performance and perceived failure to cope effectively with the non-directive S.E.E. environment. The range of feelings and perceptions about these changes may be partially illustrated by the following excerpts from parent questionnaire responses:

> "My attitude began to change after Christmas, well into the school year, when I saw how hard she was working and how involved she became. She was also receiving much higher grades than she had in the previous year. She also seemed to be learning more through increased reading and daily preparation than she would have in normal school without direct pressure."

"He feels very much part of the school. He enjoys the mature way that he is treated by his elders (on an equal basis). At first I had misgivings about the method of teaching, but the system seems to be working very well for our son."

"I think the staff is trying to do a good job but I feel that most 18 year olds are not ready for the type of school you have, especially my daughter....letting them do their thing is great -- up to a point, but there are rules in all societies, even the uncivilized, but we seem to have done away with rules, especially for young people...."

"It has removed any doubts I had towards my son's self-motivation. He appears to be very enthusiastic with the school's approach to education as compared to a standard high school."

"It changed when my daughter decided to drop some subjects just because she had 'goofed-off' and fell somewhat behind. She had no discussion with the teachers involved and no attempt was made to persuade her that all that was required was a little hard work."

"I feel that our daughter is maturing at a much greater rate since entering S.E.E. Also, others have noted this change. She took on a part-time job at a nursery school and is constantly being given more responsibility by the person in charge (who, by the way, teaches child development at Humber College). Her age was never questioned -- she seemed to be as mature as any of the 19 year olds, although she was only 17."

"My son has wasted the year in my opinion. He shows lack of interest to a phenomenal degree. No subject that I know of is of any importance to him. (I am) more convinced that the immaturity of these students is not equal to coping with so-called freedom from compulsory study of subjects. Self-discipline comes with maturity."

"I think it is a fine method of education. My daughter has broadened her outlook upon life in so many ways. She was particularly impressed with her trip to Ottawa, also the plays and other cultural things she has been introduced to."

"I was told this sort of system often works on a child like ours. I was skeptical. I can't be any more."

Second Year Parent Responses

Questionnaires were returned to us by parents of 11 second year students. The parents of six students reported that they had been enthusiastic about their offspring's returning to S.E.E. in Year II and were still positive at the end of the year. The parents of three students reported that they had supported their offspring's return with some misgivings and that their attitudes toward S.E.E. were still cautiously positive toward the end of the year. The expressed attitudes of the remaining two parents were neutral and mildly disapproving respectively. Although the overall response of this sample of second year parents was more positive than that of the first year parents, the large number who did not respond makes it impossible for us to generalize with much confidence. However, the excerpts below may serve to convey some of the flavor of second year parent perceptions of S.E.E. in Year II:

"There appears to have been a general 'settling-down' and application to academic effort this year."

"My son is not impressed with the fact that credits are necessary even if the subject matter is not to his choice. He is alternately discouraged at the efforts he must make and pleased at the progress he has made. So am I! I feel my son likely would not be in school if it were not for S.E.E. Therefore the school is meeting a very important need...giving him time to mature without being pushed beyond his capabilities."

"It (parents' attitude) hasn't changed over the past two years. An alternative educational institution like S.E.E. has inherent disadvantages of which we were aware. However, we were and are convinced of its advantages....We supported the establishment of S.E.E. and have been pleased with the gains (our daughter) has made in motivation as well as socially. This year the educational experience has seemed less community centered than last year. We think it would be unfortunate if learning was to become centered in the classroom setting."

"While the structure of S.E.E. would not be beneficial for many students, for some it is undoubtedly a wonderful experience....Time will evaluate the students' experience at S.E.E. If they persevere and finish university or adjust to the demands of the work world, then the school has not harmed them. However, if they develop an attitude that they should not do anything they do not thoroughly enjoy or not want to tackle anything that does not come easily, then the lack of discipline at S.E.E. will be proven injurious. I suggest that a follow-up survey be done on graduates of S.E.E. and compared with students in the normal school pattern."

"I understand that S.E.E. is a temporary set-up...I would not like to see this school dissolved."

"I felt she had a wider horizon in the S.E.E. environment: classes were smaller, teachers and students had great rapport, and she loves it! But she took too long to complete assignments without deadlines and didn't complete Grade 12 as a result of this."

"Had my son not had the opportunity to attend S.E.E., I sincerely believe he would have dropped out of school. He has worked hard and obviously been motivated. For someone with as fine a mind as he obviously has, it would have been tragic to have been a dropout. We are pleased that he has shown the maturity required to seek out resource material and work without daily supervision....I feel that S.E.E. has been good for (our son), as he works and achieves better in an unstructured setting. Certainly he has worked hard and willingly, without prodding from us. My only reservation is that he may have limited himself in acquiring subjects he will need for university admission. As he is not one to discuss his plans with his parents, we must trust that he has decided what he will require and has made suitable arrangements. His teachers have obviously earned his respect and I feel that they have greatly encouraged and gone out of their way to help him."

The low response rate of second year parents is disturbing, for it leaves us with a "silent majority" whose views and attitudes and concerns are unknown to us and to the school. It may also reflect a withdrawal of interest and concern that could pose a problem for S.E.E. in the future. We shall discuss some implications of this in our conclusion to this chapter.

Parental Involvement with S.E.E.

The concept of parental "involvement" in education is a complex one comprising a variety of dimensions ranging from concern for the educational progress of one's offspring to active participation in program development and implementation.* Clearly there is little parent participation in S.E.E.'s programs. Involvement of parents at this level has not been a high priority objective even though it was noted in the original statement of S.E.E.'s philosophy. However, the responses of first year parents to our questionnaire indicate a fairly high level of "involvement" at the interest level. We asked parents to indicate how frequently they had interacted with their offspring about academic work or educational plans. The responses, summarized in Table 7.2 , tend to confirm our general impression that school assignments and projects, marks and academic progress and future educational plans are the primary concerns of parents.

It seems clear that most parents place a high priority on academic achievement and therefore judge S.E.E. in terms of how well or poorly their offspring do in this area. Personal happiness, broadening of interests and other non-academic benefits are valued, but largely in terms of their contribution to academic performance. School is still a place to do academic work and earn diploma credits.

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* See Roger I. Simon, "The Developmental Structure of Citizen Involvement," 1972 (mimeo), for a detailed analysis of this concept. Available from Alternative Learning Environments Project.

We found (with few exceptions) little evidence that parental attitudes toward S.E.E. had been shaped or influenced by first hand contacts with the school and its staff. Forty percent of the mothers in our sample reported that they had never visited the school; 38 percent more said they had only been there once or twice over the course of the year. The percentages for our father sample were similar (39 percent and 33 percent respectively).

The comments of a number of parents who were displeased with their offspring's academic performance at S.E.E. indicated that they wanted the staff to take a more active guidance/prodding role, to establish deadlines for completion of required assignments and to enforce those deadlines. The following excerpts illustrate this concern:

> "I would like to see a parent-teacher association. If there is one, I would certainly like to hear about it. I would also like to see a progress report on the student. Also an open house to parents with an opportunity to discuss the progress of the student would certainly alleviate any misgivings and answer many questions."
>
> "A reasonably frequent student-teacher conference should be required at which time assessing of the student's input would be possible, discussion and counselling and, if need be, limits set. I also feel that, even though my daughter is 18, as her parent and support, I am entitled to know of her progress."
>
> "I felt that a little more direction could have been given the younger (say, Grade 11) students entering the school. These youngsters don't have clearly defined goals and aren't quite ready to handle the responsibility of so much freedom."

Other parents expressed a desire for some kind of regular reporting system regarding their offspring's academic progress so that appropriate

action might be taken before the end of the school year. As one parent put it: "I still like the idea of such a school, although my son doesn't benefit from such a system. I feel S.E.E. should have been aware of this and possibly suggested that he be transferred."

A Problem

Several first year parents indicated in their comments that they felt uninformed about what was going on at S.E.E., what the school's program was trying to do and what their own offspring were doing in relation to that program. Lacking a perspective for interpreting the school and their offspring's newly acquired routines -- e.g. sleeping in, working at home, travelling -- they expressed feelings of anxiety and, sometimes, mistrust. Some expressed directly a desire for more regular contact with the school; others said they would have liked the school staff to assume a more directing, supervisory stance toward their offspring (a "solution" we feel that would be unacceptable to most students and staff).

Several other first year parents seemed to be more aware of what S.E.E. was about and what their sons and daughters were doing and why. Furthermore, they expressed a basic confidence in their offspring and in the ultimate value of the S.E.E. experience, even taking its shortcomings into account. Although we have not yet analyzed data on the relationship between parental attitudes and student adjustment and performance, it seems reasonable to at least hypothesize that such a relationship exists and is mutually reinforcing. That is, if a student

knows or senses that his/her parents disapprove of S.E.E. or lack confidence in his/her ability to function effectively in that environment, that student may not communicate with the parents about the school and his/her experiences with it. The parents, not receiving much feedback (positive or negative) from their offspring, may interpret this non-communication as evidence that nothing much is happening at S.E.E. or that the student may be hiding bad news. The student, in turn, may feel less and less supported in her/his efforts to assume greater responsibility for her/his own learning at S.E.E.. The result, we suspect, may be increased difficulty of adjustment to S.E.E. for the student, and a growing feeling of alienation or suspicion about S.E.E. on the part of the parent.

At this point, the fact that the parents of over two-thirds of the second year students refused to respond to our questionnaire, in spite of follow-up letters and telephone calls, takes on special significance. Their refusal may represent an indirect response to the fact that parents by and large have no role at S.E.E. and may signify a feeling of alienation. Certainly if they had felt that their views would have some impact, more might have responded, especially since they were told that the information we sought would ultimately find its way to the trustees and central administrative staff.

In our view, a decline in parental support could present problems for S.E.E. or for students attending the school. Clearly, if S.E.E. is trying to create an educational environment and set of learning experiences that are quite different from what most parents are familiar and

comfortable with, its efforts will not be enhanced if parents are communicating their anxieties and/or disapproval to their offspring at S.E.E.. Like it or not, the parents probably do exert an indirect influence on the development of S.E.E., even if it is manifested by apparent apathy.

This poses a difficult dilemma for the school. On one hand, to give parents a more direct voice in determining policies within the school would constitute an undesirable, and possibly unwarranted, intrusion of parental authority which could undermine all efforts to induce students to assume more responsibility for their own education and for regulating the daily affairs of the school. On the other hand, if efforts to "keep parents informed" led to a system of formal reporting on academic progress, this could place intolerable restrictions on the programs and an undesirable emphasis on evaluation. It would also, in our view, tend to undermine the principle of individual responsibility which is at the core of S.E.E.'s philosophy.

To alleviate the problem without invoking the undesirable consequences noted above poses a challenge to the staff and students of S.E.E.. Perhaps those interested, parents included, might wish to get together in an effort to devise a strategy or strategies for "educating" parents about S.E.E. and enhancing parental "involvement" and commitment to its mission. In the concluding chapter of this report, we will return to this theme and offer a few suggestions.

Chapter VIII

The S.E.E. Cohorts: Patterns of Adaptation and Alienation

The lottery system of selecting students for S.E.E. afforded us the opportunity of collecting comparative data on a random sample of students who applied to S.E.E. but, due to the luck of the draw, were not admitted. There were 64 students who applied for admission to S.E.E. for the 1971-72 (Year I) academic year but were not drawn. We decided to track down as many of the 64 as we could and to select a sample to interview for our study.

In late spring, 1973, we approached the schools where these students had been enrolled in order to ascertain their current status. We found that 22 were still in school, 10 had graduated, 4 had left prior to receiving a secondary school graduating diploma, 12 had started grade 13 and left prior to completion, and 16 had moved or were otherwise untraceable. Thus, 16 of the 48 students (33%) about whom we had accurate information had left school prior to completion of their diploma aspirations. This percentage in itself suggests the value of providing options for students who are either unable or unwilling to cope with the demands of a conventional school environment.*

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* We do not wish to imply that school is always the best place for students seeking an alternative. At times, travel or work may be the best "learning environment" for a young person.

As noted in Chapter II, a sample of 12 of the cohorts remaining in school were interviewed and asked to complete a questionnaire comparable to that used at S.E.E.. In addition, eight of the 16 students who had left school were located and agreed to be interviewed for the study.

It is assumed in this chapter that the students who applied to S.E.E. were at the time dissatisfied with their schools and were looking for something "better", or at least different. We shall present data obtained from two groups of cohorts - those still enrolled in school as of May, 1973 and those who had left school prior to completion of their diploma aspirations. Expressed in these data are contrasting patterns of adaptation to and alienation from their schools and the demands of formal education.

S.E.E. Cohorts Who Remained In School

Table 8.1 presents mark averages for both students who stayed in school and those who left. There are a few points about these marks which should be noted. First, there is a general trend for students to do less well in maths and sciences than in other subject areas. This is consistent with our other data in Chapter IV which suggest that S.E.E. has attracted few students who are strong in math and science. It is also clear that students who left school were doing worse academically than those who remained, although very few were actually failing their courses. Finally it should be pointed out that several students who remained in school were attaining average marks of 80% or better. In fact the number of students with averages of 80% or better increased over the three year period

for which we obtained mark data. Thus, most students who stayed in school performed well academically except in the areas of maths and sciences. If satisfactory marks are an index of successful adaptation to a school environment, then the S.E.E. applicants who remained in regular high schools, seemed reasonably well-adjusted to their schools.

Data which point to an interesting comparison between second year S.E.E. students and their cohorts in other high schools are presented in Table 8.2. Both groups of students were asked to compare their interests and abilities regarding various aspects of course work in 1972-73 with that of the previous year. It must be remembered in interpreting these data that the reported increases are a student's comparison of himself with the year before. It reflects in what areas he feels himself gaining in ability or interest.

It was found that more S.E.E. students than cohorts reported: greater ability to set goals for themselves (76% vs. 58%); greater ability to organize one's own time (60% vs. 17%); greater ability to meet deadlines (44% vs. 17%); and an increase in the overall quality of their work (72% vs. 42%). However, more cohorts than S.E.E. students reported a greater ability to communicate ideas (83% vs. 60%) and an increase in the amount of reading being done (92% vs. 60%),but said they were less interested in course work (33% vs. 12%) and less able to organize their own time (33% vs. 12%).

All of the cohorts we interviewed were on the waiting list for S.E.E. in Year I and some had been subsequently invited to enter S.E.E. or could have applied to S.E.E. again in Year II. We asked them why they had changed their minds about attending S.E.E.. Below are some of their replies:

"I didn't think it was a good idea to transfer after Grade 11 and go there for only Grade 12."

"I didn't reapply because Grade 13 was too important...and I heard Grade 13 was hard...(but) it might be harder at S.E.E., and I was afraid I might lose credits and not go to university."

"They phoned me in October, but I was getting so deep into school, I couldn't leave."

"I began to have doubts about how I'd fit in. They all seemed to be one type of person, that's unfair I know...but it seemed kind of scary...a lot of people said they'd have dropped out if it were not for S.E.E.. They were so put off by it all... I'm not like that...I wouldn't leave."

"I didn't hear any announcements...I was doing well and didn't feel any particular need to apply again."

"I thought of it...but I became re-adjusted to high school and the academic habit...I became firmly entrenched in my career and it didn't matter any more. I really think I'm learning more here because I'm pushed more."

"I now question the relevancy of that kind of system... People who have attended say they're having a great time - studying things like Sanskrit...but what are you going to do with Sanskrit... you've got to be realistic and have a background you can fall back on."

"It's too far down on the Lakeshore...I thought it'd be too much of a hassle and I might as well stick it out here..."

"Because I was committed to produce a play for Collegiate next year."

These comments, together with the recorded course marks and self reports on achievement would seem to indicate that these students had decided to adapt to a regular high school environment and make the best of it.

There is however, another side to this profile of the student who has adjusted to his situation and is doing well academically. What came through in the majority of interviews with these students was a fair degree of cynicism about school and formal education. For example, students were asked whether their attitudes regarding what they wanted from high school had changed. Here are samples of their replies:

> "I thought school was for learning - I was interested in everything...Everyone used to argue with me...(and say) 'you're only here to get your diploma so you can get a job'...Now I've turned to their argument...I don't think I'd be here except to get my diploma."

> "My whole purpose in being here is to get an education. That was the reason I came here in the first place. I don't think I've learned very much. I go to classes and every year I go up a level and change subjects...but I don't think over the year that I have accumulated much knowledge."

> "I used to want an education as an end in itself...now I see school as a goal for university entrance where I'll be able to specialize."

> "I've come to the realization that unfortunately there's no place to go, nothing to be had if you don't have an education... Take (getting) a job...No matter how smart you are people still want to see that piece of paper...When I started high school I didn't realize this. I thought I could get away with my own ability, but unfortunately...I can't...

Not everyone expressed such credit-and-diploma oriented attitudes.

> "I came interested in marks...now I realize there's more to it than that, its learning that's important.
>
> "I find that I am no longer dependent on putting the responsibility in getting information from a teacher. I have to find it on my own. I am more willing to do things on my own. I think I place a higher value on education than I used to, and I don't go along with the crowd that university is no good. I disagree with that."

When we asked students if they had changed personally over the past two years, the responses of some students suggested that their adaptation was less positive than their marks would indicate. For example:

> "Up till grade 13 I really enjoyed school; I'm now beginning to see some of its absurdities...certain courses, rules, etc. ... we just had a "great liberalizing" measure - enlarged and legalized smoking areas...Students are treated as little kids...and they'll be little kids if treated that way...
>
> "I've become more bitter...There's something about this school, the teachers and their ways of teaching. Going to classes is boring...It's so regulated here, so strict...They say there's a wide range of courses but they're of minimal interest. Marks come off if you skip classes in Grade 13. If you're working on something else, into something else, it's too bad.
>
> "I was more involved with people last year...Drama is the only thing that keeps me here, to tell the truth...I like to act."

It is interesting to compare the events these students cited as "most frustrating" for them with those mentioned by S.E.E. students (see Chapter IV). The comments below illustrate a totally different spectrum of concerns:

"The school's policies about holding hands. You're not allowed to touch anyone in the halls. If you do, you get hauled down into the office. The time I got called down for that, I was told I wasn't a lady....I object to people calling me a tramp. This was implied by the vice-principal. We have our own Committee of Concern made up of staff and students. We went to them with our problem but the vice-principal still supported the policy and nothing could be done."

"Hassles with people - There's a 10% cut rule regarding class attendance...I missed 50% of my classes last term, so they are going to make me work my finals instead of being exempted from them... and my marks are all good enough."

"Last year, I had a history teacher, a very dictatorial type. He wouldn't change for anything. I had a big fight with him about doing other work in class...He is a real forceful type: he tries to scare everybody; enjoys people being scared. I had a big talk with the principal about him. The principal said, 'He was a respected teacher in this school.' There is absolutely no room for change. He wouldn't budge."

"Math - can't get the hang of it, especially trig. and geometry - had a tutor last year - this year I'm failing again."

"School is pretty artificial and unrealistic...One of the teachers here is involved with Student Council - The Student Council is pretty funny anyway but he controls it with an iron hand...I ran for election and lost and I'm kind of glad I did."

"Grade 13 generally does not offer me anything different from the past four years - I've been developing myself in working new ways...They manufacture you out with an honours grade 13 diploma... hacking it thru."

"School itself...just coming...my mother phoned up the school and complained I was not communicating at home about my marks... Then I was called to the guidance office."

"I felt I was really working hard...on things important to me. Teachers didn't realize all the things I was trying to accomplish. Naturally a teacher is most sympathetic towards his subject...he sometimes thinks its the only one. They see me as an honours student and have certain expectations of me because of my marks. There's a gap between what I'm working out personally for myself, and what they know about students...Everything goes by rules and standards, you can't go and ask for exemptions and exceptions in your case... you have to fit into the system.

Students Who Left School

As indicated earlier, we were able to obtain the cooperation of 8 of the 16 S.E.E. cohorts who left school prior to completing their diploma aspirations. Five started grade 13 but did not finish the year; two completed the grade 13 year but didn't earn enough S.S.H.D. diploma credits and decided not to return; one failed to receive the necessary S.S.G.D. credits in grade 12, left and subsequently made up the credits in summer school.

Although most of these students said they enjoyed certain courses (predominately in English/Communications and Social Studies), the majority of their school experiences seemed fraught with the frustrations and tensions that rapidly extinguish positive feelings toward formal education. When asked about their "most frustrating experience", they talked mainly of unreasonable rules and standards, boredom, and irrelevance:

> "I think my teachers were the worst. Oh I know, at that time they were talking of having different courses incorporated in your studies, not necessarily credit courses; sociology, psychology and things, and I know they were talking about it, but nothing happened. So I went in one day, and talked to the vice-principal; he was really cool. But he said that they had a meeting with all the teachers, there were quite a few teachers, and only 2 teachers said that they would teach the course, the rest said to forget it. What can you do, the kids would have gone for it, but not the teachers.
>
> "I found the attitudes of the teachers really, really frustrating. In Grade 13, I got teachers who were very old men who did not want to change the educational system progressively. They wanted to keep it the way it was 20 years ago. I didn't feel I was treated as a person. I was just a little kid. They didn't have any feelings towards kids. This was their job - attitude. "I'll knock some facts into you. That's it...There were some good teachers there, but I didn't get them."

"I think I was being so burdened with the trivia of meeting credits and requirements set by the Board of Education that I didn't have the time or inclination to explore the things that I felt would lead me to the things I really wanted to do in my life...For example, when I was in Grade 12 I had to take economics just to fill in a credit."

"All these things would have been fine. But rather than going forward, you seemed to spend so much time on points that weren't required. The things I felt I could really get into were skimmed over. I found this consistently with a lot of the subjects. The teacher had to do this to cover a certain amount of material to meet the credit requirements."

When we asked these students why they had decided to leave school before achieving their diplomas they talked about pressures from teachers, inflexible rules and regulations, and their own psychological reactions to the total school environment. It should be stressed that the decision to leave school is not an easy one especially if you believe that it will affect your entire life. We shall attempt to convey some of the feelings of alienation and pain which these students experienced in school through their own words:

"You had a feeling that in Grade 13, you might get treated like an adult, not a child. The first week was so horrible. We had (a teacher) who spent all period wondering where so and so in seat No. 4 was...and why did you change your seat? He'd get all upset. Massive seating plans. It was ridiculous. I knew before I got into 13, it would be a waste. I woke up one day and decided not to go to school."

"My decision to drop out of high school built up over a long time even when I was in Grade 10. I was very dissatisfied with school. It was a temptation to drop out of school. But then I realized I had to go along with the system somehow. You can't make your world completely. Grade 10 and 11 I sweated through, but Grade 12 was really my fighting year. I was on the verge of a nervous breakdown, or committing mass murder or something. I got through the first term of Grade 13, and I went to the first exams. That was what really killed me, because then

everything was just playing the game. I realized that I was really learning nothing..."

"I became involved with people who were running (a North York private free school). I started attending classes. I had four classes per week going through all of August. They were so incredibly much better. There was so much less pressure. I knew what was waiting for me in the fall. I couldn't face the thought of trying to slug it out...the second week after school started I tried to get on an independent study timetable...They wouldn't let me do this."

And finally:

"...I felt oppressed in a lot of ways. One day I waited till the end of class. I saw a girl friend who also felt frustrated and we both decided to quit. I was doing well in Grade 13 before I quit - in the 70's and 80's."

Implications

What can we learn about S.E.E. from the data on the cohort sample? First, we must recognize the limitations on comparing students at S.E.E. with students in conventional high schools. Neither academic records nor subjective reports by students about specifics of their work are directly comparable. For example, if one student achieves an 80% mark average at S.E.E. and another achieves the same average in another high school, are they actually achieving at the same level? Furthermore, the major differences between S.E.E. and most conventional high schools in areas of program structure, student participation in decision making, and independent study make comparisons on any sort of standard criteria very difficult, if not impossible.

What we do gain from the data in this chapter is another perspective on S.E.E. through the contrasting experiences of students whose concerns were similar to those attending S.E.E.. We think their comments speak for themselves and support out conviction that S.E.E. provides a truly different and meaningful school environment and experience for a number of students in Etobicoke.

Chapter IX

Recommendations

Our two year study of S.E.E. has attempted to provide some basic, descriptive information about the activities, problems and prospects of a developing setting. In our opinion, S.E.E. continues to represent an exciting development within the Etobicoke educational system. There is substantial evidence that the school has maintained its support from most students and parents, and that it continues to fill a need within the Borough. Furthermore, it is clear to us that S.E.E. provides a learning environment that both students and teachers view as a valuable and viable alternative to existing secondary schools in the system.

Evidence does exist, however, that there are problems and conflicts at the school which have yet to be addressed and resolved. Such problems are natural for any new educational experiment and should not be viewed as signs of failure, but rather as challenges for the future. In our judgment, there is no doubt that S.E.E. deserves continued financial support.

In concluding this report we feel a responsibility to the school, the administration and trustees to share our thoughts concerning possible changes which might facilitate the healthy future development of the school. In this regard, we have framed several recommendations for consideration,

all who whare an interest in the future of this important innovation. should be remembered that these recommendations are based on the first o years of S.E.E.'s existence. How relevant these comments and sugges- ons are for Year III and Year IV is a question for those currently at the hool to answer.

commendation I: That a committee of students, teachers, an administrator d a trustee be formed to:

) investigate the degree to which the different conceptions of S.E.E. rtrayed in this report are still operative in Year III;

) determine the probability of resolving these differences within the rrent realities at S.E.E.;

) discuss the feasibility of developing two Alternative High School pro- ams within the Etobicoke system, each to be a positive and valid option to nventional education.

In our view it is essential that the staff of S.E.E. should come to a sic common understanding about the school's mission and how it may be best rved. As we pointed out in Chapter VI, that common understanding appeared be lacking at the end of Year II. At that time the staff seemed to be erating out of two quite different conceptions of the school - a "mini- hool" concention and an "educational community" conception. The details of ese divergent views are elaborated in Chapter VI and need not be repeated re*. However, at this point we would like to explain briefly what we mean a "basic common understanding" and why we feel it is a necessary condition

nor should the "halfway house" conception also mentioned in Chapter VI forgotten.

for the future healthy development of S.E.E.. A basic common understanding means that the staff must agree on the answers to the following interrelated questions:

(a) Who is S.E.E. designed to serve? Support for the "mini-school" concept of S.E.E. seems to imply an admissions and screening policy that would ensure as much as possible so that students entering S.E.E. would be well-motivated, autonomous students capable of efficient and effective independent study. On the other hand, the "educational community" concept seems to imply the retention of a basically first-come, first-served admissions policy bringing together a diversity of student abilities and motivations each year.*

(b) What is to be expected of students at S.E.E.?

(c) What is to be expected of teachers at S.E.E.? These really are different forms of the same question as they represent two sides of a single transactional process. They are also difficult questions which must be addressed at the level of specifics rather than vague generalities.

Current differences of opinion exist at S.E.E. in issues such as the following: the role of students in evaluation; the function of general meetings and how much say students should have in governing the school; what constitutes legitimate work for credit; and the nature of the responsibility of teachers to motivate their students. These issues are sources of confusion and tension which beg for clarification.

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* Furthermore, a priority given to the "halfway house"concept of still would require still yet another admissions policy.

Furthermore, the opposing conceptions of S.E.E. imply different priorities. For example, the mini-school concept might place greater emphasis on academic achievement than on self-development. Emphasizing a program for more independent and self-confident students would also reduce the need for teachers to provide the counselling and guidance services implied by the halfway house concept.

In our view, agreement on these three questions is essential if a common understanding of the mission of the school is to emerge. Why do we stress this need for agreement? Cannot the school continue to develop and flourish within the current diversity of attitudes and opinions? The school is certainly capable of operating without resolving the issues posed in this report. However, failure to do so in the near future will, in our opinion, place serious limitations on the school's future development. Some of these limitations are outlined below.

(1) Without common understanding on these basic issues, full cooperation among the staff is impossible. This places serious limits on:

(a) A student's ability to engage in community-based learning. Community-based learning requires more time and effort on the part of the student than do programs restricted to the school building. It is unreasonable to expect a student to carry out separate projects for each subject area of the school in which he is taking courses. If S.E.E. wishes to support experiential learning it must be able to grant multiple course credit across

subject areas for a single project. If teachers cannot agree with each other about what kinds of experiences and evidence of learning qualify for credit, then interdisciplinary projects are not feasible.

(b) The development of programs which emphasize integrated thinking. To our knowledge S.E.E. has always professed the goal of developing integrated thinking, recognizing that reality is not divided up into H.S.I. credit categories or traditional subject matter disciplines. If this goal is to be achieved, more projects must be encouraged which integrate inquiry and demonstrate the relationships among technological, historical, sociological, asthetic and linquistic concerns. However, for this to happen teachers must agree as to how such projects are to be carried out*; what, how much, and in what way help is to be given; and on what criteria is credit to be granted.

(c) The extent to which students understand what is expected of them. As long as the teaching staff controls the granting of credits, it would be a mistake to think students do not want clear messages "about where they stand" or what is expected of them. With different teachers giving different messages or no clear messages at all, a certain degree of anxiety and confusion is inevitable.

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* This is important even if student-initiated; if credit is to be granted students still are wise enough to make sure a teacher thinks their projects are worthy of credit.

(d) The tenure of the teaching staff. There is a wide-spread phenomenon at most innovative and alternative schools which has also been reported in the literature on alternative programs called "teacher burn-out". Burn-out occurs when a teacher becomes physically and mentally exhausted in the process of getting a program underway and usually results in his/her leaving the school. This is less a result of heavy demands on time and energy than of the emotional strain of working in an environment wrought with conflicts and tension. We firmly believe that mutual support and collegial relations among staff are essential conditions for the healthy development of any program. We are convinced this should be a priority for those concerned with S.E.E.'s future. It is true that each teacher's work-load has kept them from interacting more than they might have, but there is no denying that the basic disagreements among the staff in Years I and II resulted in feelings of mutual isolation and aloneness. We do not know if the present staff can resolve their differences and develop a mutually supportive relationship. We do know that it is unlikely that the four of them will continue to work together much longer if they do not.

(2) Conflicting conceptions of the school place incompatible demands on the use of time and space. For example, the mini-school concept emphasizes a high degree of individualized learning and independent study. Such a program requires highly individualized timetables which make it difficult for people to get together at a given time or place, thus limiting the opportunities for sharing of experiences, group discussions and learning, wide participation in self-government, school related social events and development of an overall "community" feeling. Both individualized independent study and school-community concepts are currently valued highly

at S.E.E.. However, the failure consciously to agree on one or the other as having high priority may result in a kind of underground war of attrition in which people will opt for the line of least resistance*. Under these conditions neither concept is likely to develop to its full potential.

(3) The dual conception of S.E.E.'s mission may place conflicting expectations on teachers that may be impossible for them to meet. Some students have commented to us that they desired S.E.E. to be the kind of school where it is up to the student to decide what she or he wants to get out of it, thus implying that there is no need to define "what S.E.E. should be". This means that teachers would have to accept students as they present themselves: some students might be motivated and independent scholars, keenly interested in a teacher's subject area; others might be interested but more dependent on the teacher for direction in their studies; still others might be uninterested in the academic side of S.E.E. and need the time to explore other interests and relationships of personal importance.

Such a variety of students requires a teacher with a repertoire of teaching styles adaptable to a wide range of student needs. While much has recently been written about the desirability of training teachers to do just this**, one can rightly raise a question about the degree of energy and flexibility of the human character necessary for this ideal to be achieved.

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* Our findings on the declining number of students who placed a high value on community-oriented activities at the end of Year II (See Chapter V) suggest that such a conflict already exists and that the community orientation is losing ground despite increased emphasis on the part of the teachers.

** The Structure of Teaching, Bruce R. Joyce and Beri Harootunian. Science Research Associates, Chicago, 1967.

We have devoted much space to this first recommendation because of its obvious far-reaching implications. However, there are other recommendations which we think are important for the school to consider seriously. Some recommendations make more or less sense depending on which conception of the school the reader favours and they should all be considered in this light.

Recommendation II: S.E.E.'s admission policy should be adjusted to give priority to students entering after completion of Grade 10.

Our two year study suggests that most students need a substantial period of adjustment to the personal responsibility demanded of them at S.E.E.. As we noted in Chapter IV, many students reported increased abilities in organizing their time, writing essays, reading, meeting deadlines, etc. over a two year period. Furthermore, if one is interested in building continuity of government and community feeling, it is helpful to have a majority of students returning each year (rather than having a majority of new students). Such a policy would urge students to apply with the intention of staying at S.E.E. for two or more years. Programs would need to be adjusted so that entering students could be given help in coping with significantly different demands of the school while different expectations regarding independent work would evolve as students skill at working on their own increased.

The implementation of this recommendation would certainly require more emphasis on recruiting at the Grade 10 (Year 2) level. It also requires a reassessment of the school's current function as a holding institution of

last resort for Grade 12 and 13 students who want their diplomas but cannot/will not function any longer in the regular high school system.

Recommendation III: A program of parent education should be undertaken by staff and students.

Assuming some agreement is reached at the school about its goals and procedures, parents should be given an opportunity to learn as much about the program and its rationale as possible. As discussed in Chapter VII many parents expressed concern about the lack of control teachers have over what students do or do not do. These comments indicate a lack of understanding concerning S.E.E.'s basic premise of individual responsibility. Such a situation can often make it difficult for the individual student when he tires to explain to his or her parents what the school is all about and why she/he is working at home, going off on the subway, or going out at night on a school project. Positive parental support for the S.E.E. concept of education can go a long way in helping students adjust to S.E.E. and needs to be actively developed.

In this regard, a suggestion that might be useful is to hold a series of meetings of small numbers of students, teachers and parents in students' homes to explain the program. Both parents who support S.E.E. as well as those who are more skeptical should be invited to these meetings. This mixture of supportive and skeptical parents is important for it is through in-

formal dialogue with other parents that confidence and understanding of a new educational idea will often develop*.

Recommendation IV: The addition of a resource person or persons in the area of psychology and human development on a part-time basis.

The close relationships between students and teachers at S.E.E. has developed a need for additional staff who are interested specifically in the issues of growth in self-awareness and interpersonal communications skills. If possible such resource personnel might be provided on a regular basis without charge against money allocated for part-time teachers.

The encounter group led by a member of the Student and Special Services Branch of the Board served this purpose for a significant number of students during Year I. It was less effective during Year II, perhaps because new students who might otherwise have benefited found difficulty in joining such a well-established group. A similar program of psychological support for the affective life of the school should be reintroduced and made available to larger cross-section of the student body.

Recommendation V: The Board of Education should take into account the unusual teaching positions of the four full-time teachers and the administrative responsibilities of the school secretary and make recommendations to provide them with equitable compensation for equivalent workloads undertaken in conventional secondary school.

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* There are of course other things that could be done in a parent education program. However, we feel it is best left to the staff and students (and possibly some interested parents) to determine what is most appropriate.

As we noted in Chapter VI the scope of responsibilities and consequently the demands on the time and energies of the four full-time teachers at S.E.E. go far beyond what is normally expected of a regular teacher in a conventional high school. First, each teacher functions as a department head in terms of scheduling classes, ordering materials and supplies, and coordinating and supervising the efforts of part-time resource teachers in his subject area. Second, since the school has no principal, each teacher assumes a share of the administrative responsibilities for the school. The school secretary, in particular, functions essentially as an administrative assistant without rank. Third, as the school does not have guidance and counselling personnel assigned to it, the teachers perform these functions as well, to the best of their ability. Here again, the school secretary (the only full-time female staff member) plays a major role as an advisor and "house mother" to many students at S.E.E..

Certainly, these conditions need not apply in every alternative school, but are a natural consequence of S.E.E.'s cooperative structure. The reader will note that we are not advocating a change in that structure. Rather, we wish to see more support provided for the staff and students within it. It is in this spirit that we are recommending consideration of special compensatory measures. We feel strongly that the staff should not be inadvertently penalized for their commitments to S.E.E. through fewer opportunities for advancement than might ordinarily accrue to them in the regular system.

Recommendation VI: Future evaluations of S.E.E.'s development should be carried out by the school itself.

In such efforts, the school would be required to demonstrate: (1) how it was providing an alternative to existing Borough schools; (2) that it was maintaining support from students and parents, and (3) that it was capable of identifying and resolving its own problems. Such an evaluative procedure has the benefit of forcing the school to continue to examine itself and its direction, a requirement for a healthy, developing organization.

Conclusion

It is hoped that these recommendations will be received in the spirit in which they are given; not as definitive judgements but as suggestions for the future. Over the past two years, it has been our pleasure to work with a dedicated staff and an enthusiastic group of students. In doing so, we have learned mush about the problems of developing alternative learning environments and we hope in turn that we have been of some use to those who have been our partners in this study.

APPENDIX A

Tables

TABLE 2.1
THE S.E.E. COHORT *

	IN-SCHOOL GROUP		TOTALS	LEFT WITHOUT COMPLETING GRADE 13	GRADE 13 GRADUATES	TOTAL	GRAND TOTAL
	GRADE 12	GRADE 13					
Located sample	12	10	22	16***	10	26	48**
Selected sample	7	5	12	8		8	20

* Students who applied to S.E.E. in Year I but were not accepted in the lottery.

** Of the unselected students on the original lottery list, 16 could not be accounted for. Some may have simply transferred to another school.

*** Some completed credits subsequent to leaving.

TABLE 3.1

Number of Students Entering S.E.E. over Each of 3 Years from Different High Schools *

Previous School	Grade 11			Grade 12			Grade 13			Total and Rank Order		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Burnhamthorpe	1	4	4	2	4	3	12	0	2	15(1)	8(2)	9(1)
Etobicoke	3	2	1	3	3	0	6	6	0	12(2)	11(1)	1(13)
Richview	4	2	2	3	3	4	4	1	2	11(3)	6(4.5)	8(2)
Kipling	2	0	1	4	0	1	3	1	0	9(4)	1(15.5)	2(11)
New Toronto	2	1	0	5	0	0	0	0	0	7(5.5)	1(15.5)	0(--)
Scarlett Heights	0	0	0	1	0	0	6	0	2	7(5.5)	0(--)	2(11)
St. Joseph's	1	0	-	3	2	-	2	4	-	6(8)	6(4.5)	----
West Humber	1	0	0	1	1	3	4	3	1	6(8)	4(7.5)	4(5.5)
Thistletown	0	0	0	0	0	0	6	1	0	6(8)	1(15.5)	0(--)
Silverthorn	2	2	1	1	3	0	1	2	2	4(11.5)	7(3)	3(8)
Vincent Massey	2	2	1	2	1	1	0	2	2	4(11.5)	5(6)	4(5.5)
Martingrove	1	1	0	2	2	3	1	0	3	4(11.5)	3(9.5)	6(4)
Alderwood	0	2	0	4	0	0	0	0	0	4(11.5)	2(12)	0(--)
Royal York	1	0	3	2	1	2	0	2	2	3(14.5)	3(9.5)	7(3)
Mimico	0	0	1	2	0	0	1	1	2	3(14.5)	1(15.5)	3(8)
Michael Power	1	0	0	0	0	0	0	2	0	1(16)	2(12)	0(--)
U. of T. School	-	-	-	-	-	-	1	-	-	1	---	---
Out of Province	-	-	-	-	-	-	1	-	-	1	---	---
North Albion	0	2	1	0	0	1	0	2	1	0(--)	4(7.5)	3(8)
Keiller MacKay	0	1	1	0	1	1	0	0	0	0(--)	2(12)	2(11)
No. of New Students Admitted	21	19	16	35	21	19	48	27	19	104	67	54
No. of Bd. Schools Represented										15	16	13

TABLE 3.2
DATA ON STUDENT APPLICATIONS AND ADMISSIONS FOR YEARS II AND III

	For Year 2	For Year 3
No. of students who applied	154	125
No. of students who withdrew or were rejected	47	26
No. who appealed	---	13
- No. who were accepted on appeal	---	8
- No. whose appeal was rejected	---	5
No. whose names went into the lottery	107	98 *
No. drawn	55	46
- Grade 11	20	16 ₸
12	19	18 ₸
13	16	12 ₸
No. who failed to come in September	11	9
No. who withdrew during September	3	0
No. who were subsequently admitted from waiting list	22 ℘	17
No. of new students as of October: Total	41	54
- Grade 11	15	16
12	12	19
13	14	19

* 1 student asked to be placed on the waiting list rather than in the draw.

₸ For Year 3: 24 applied for Grade 11: 33 applied for Grade 12 and 13 were returning; 42 applied for Grade 13 and 51 were returning.

℘ In November, it was decided to increase the school roster to 110.

TABLE 3.3

Reasons Students Gave for Applying to S.E.E. in 1971, 1972 and 1973[1]
- by Entering Grade Level

	No. and Percentage of Students Responding											
	Grade 11			Grade 12			Grade 13			TOTALS		
Total Number of Students[2]	'71 19	'72 16	'73 16	'71 29	'72 21	'73 20	'71 44	'72 18	'73 18	'71 92	'72 55	'73 54
Individual learning needs[3]	10 (52.6)	12 (75.0)	6 (37.5)	23 (79.3)	14 (66.6)	11 (55.0)	25 (56.8)	8 (44.4)	8 (44.4)	58 (63.0)	34 (61.8)	25 (46.3)
General "life" needs[4]	0	0	0	3 (10.3)	2 (9.5)	2 (10.0)	3 (6.8)	3 (16.6)	2 (11.1)	6 (6.5)	5 (9.0)	4 (7.4)
Interpersonal needs[5]	5 (26.3)	0	1 (6.5)	4 (13.7)	1 (4.7)	2 (10.0)	5 (11.3)	1 (5.5)	2 (11.1)	14 (15.2)	2 (3.6)	5 (9.2)
Nature and method of S.E.E. learning styles and structure[6]	15 (78.9)	10 (62.5)	10 (62.5)	20 (68.9)	13 (61.9)	17 (85.0)	34 (77.2)	11 (61.1)	14 (77.7)	69 (75.0)	34 (61.8)	41 (75.9)
Other[7]	0	-	-	0	-	-	1	-	-	1	-	-

1. These responses were to the question: "Why do you believe this school will meet your educational needs?"
2. As some student's gave reasons in more than one category for applying to S.E.E., the categories in this table are not independent and the total number of responses is greater than the total number of students.
3. Any response that refers to the student's need for self-directed learning: e.g. self-motivated learning, self-paced learning, experiential learning.
4. Any response that refers to the student's need to prepare himself for the larger society: e.g. for university, employment, etc..
5. Any response that refers to the student's need for communication or involvement with others: e.g. with students, teachers, parents.
6. Any response that refers to factors that characterize S.E.E. such as the type of teachers, curriculum and resources: e.g. small classes, diverse methods, many options.
7. The 'other' category was only used in 1971.

TABLE 3.4

Features of S.E.E. Which Were of Most Interest to Applicants in 1971, 1972, and 1973[1] - by Entering Grade Level

	No. and Percentage of Students Responding											
	Grade 11			Grade 12			Grade 13			TOTALS		
Total Number of Students[2]	'71 19	'72 17	'73 16	'71 29	'72 20	'73 19	'71 44	'72 18	'73 18	'71 92	'72 55	'73 53
Adaptation to Individual Needs and/or Learning Style[3]	8 (42.1)	4 (57.1)	11 (68.7)	19 (65.5)	8 (40.0)	15 (78.9)	22 (50.0)	11 (61.1)	16 (88.8)	49 (53.3)	23 (41.8)	42 (79.2)
Diverse nature of School Resources and/or Teaching Methods[4]	15 (78.9)	13 (76.4)	5 (31.2)	19 (65.5)	16 (80.0)	6 (31.5)	31 (70.4)	10 (55.5)	3 (16.6)	65 (70.7)	39 (70.9)	14 (26.4)
Student Power in Influencing own Schooling[5]	4 (21.0)	3 (17.6)	1 (6.2)	11 (37.9)	1 (5.0)	1 (5.2)	8 (18.1)	2 (11.1)	2 (11.1)	23 (25.0)	6 (10.9)	4 (7.5)
Other[6]	2 (10.5)	-	-	0 (0.0)	-	-	1 (2.2)	-	-	3 (3.2)	-	-

1. These responses were to the question: "What features of the school interest you most?"
2. As some students mentioned features in more than one category, the categories are not independent and the total number of responses is greater than the total number of students.
3. Any response that refers to features of S.E.E. that emphasize the school's flexibility in meeting individual learning needs or style: e.g. self-directed learning, able to pursue own interests and set own goals, set own pace, etc..
4. Any response that refers to features of S.E.E. that emphasize the diversity of the curriculum offerings, teaching methods, media, etc.: e.g. small school, use of community resources, lack of rules regarding social life of school, variety of learning experiences.
5. Any response that refers to features of S.E.E. that emphasize the participation of students in the making of school policy: e.g. student/teacher control of curriculum, democratic decision maching, a say in school policy.
6. The 'other' category was only used in 1971.

TABLE 3.5

Goal Orientation of Students Applying to S.E.E. in 1971, 1972 and 1973[1]
- by Entering Grade Level

	No. and Percentage of Students Responding											
	Grade 11			Grade 12			Grade 13			TOTALS		
Total Number of Students[2]	'71 19	'72 15	'73 15	'71 29	'72 20	'73 20	'71 44	'72 18	'73 18	'71 92	'72 53	'73 53
Personal Goal Orientation[3]	8 (42.1)	7 (46.6)	10 (66.7)	20 (68.9)	11 (55.5)	16 (80.0)	21 (47.7)	9 (50.0)	7 (38.9)	49 (53.3)	27 (50.9)	33 (62.3)
School and/or Subject Goal Orientation[4]	12 (63.1)	9 (60.0)	5 (33.3)	16 (55.1)	10 (50.0)	4 (20.0)	25 (56.8)	10 (55.5)	14 (77.8)	53 (57.6)	29 (54.7)	23 (43.4)

1. These responses were to the question: "If admitted, what goals will you set for yourself?"
2. As some students mentioned features in more than one category, the categories are not independent and the total number of responses is greater than the total number of students.
3. Any response that refers to goals that relate to individual needs, interests and/or development: e.g. becoming a fuller person, working up to one's creative level, having a good time, learning by experiencing, etc..
4. Any response that refers to goals that relate to achieving a certain status in a subject or some form of accreditation: e.g. becoming fluent in French, university preparation, learning about social studies, obtaining a high school diploma, etc..

TABLE 4.1

STUDENT ESTIMATES OF THEIR INTEREST AND ABILITY REGARDING COURSE WORK AT S.E.E. IN YEAR II

Interest and Ability	Group	Changes Compared With Previous Year*			
		% More	% Same	% Less	% No Response
Interest in course work	1st Year**	79.1	9.8	7.0	4.7
	2nd Year***	56.0	24.0	12.0	8.0
Ability to communicate ideas	1st Year	44.2	44.2	7.0	4.7
	2nd Year	60.0	32.0	4.0	4.0
Relationship with teachers	1st Year	74.4	18.6	4.7	2.3
	2nd Year	44.0	44.0	8.0	4.0
Ability to set goals for yourself	1st Year	41.9	30.2	23.3	4.7
	2nd Year	76.0	8.0	16.0	---
Ability to organize your time	1st Year	39.5	34.9	18.6	7.0
	2nd Year	60.0	28.0	12.0	---
Ability to meet deadlines	1st Year	14.0	39.5	39.5	7.0
	2nd Year	44.0	32.0	16.0	8.0
Amount of reading	1st Year	81.4	7.0	4.7	7.0
	2nd Year	60.0	32.0	8.0	---
Ability to do research on specific topics	1st Year	65.1	23.3	7.0	4.7
	2nd Year	52.1	36.0	8.0	4.0
Ability to complete research papers, multi-media presentations, etc.	1st Year	34.9	34.9	27.9	2.3
	2nd Year	40.0	44.0	12.0	4.0
Overall quality of work	1st Year	62.8	20.9	4.7	11.6
	2nd Year	72.0	16.0	12.0	---

* Year I at S.E.E. for Second Year Students; Previous high school for First Year Students.

** (N=43)

*** (N=25)

TABLE 4.2

STUDENT ESTIMATES OF FREQUENCY OF PARTICIPATION IN EXTRA-CURRICULAR INTELLECTUAL AND CULTURAL ACTIVITIES COMPARED TO PREVIOUS YEAR

ACTIVITIES	Student Group	Number Responding	Frequency Compared to Previous Year *		
			% More	% Same	% Less
Reading	1st Year	(42)	81.0	11.9	7.1
	2nd Year	(25)	56.0	40.0	4.0
Lectures	1st Year	(41)	61.0	29.3	9.8
	2nd Year	(25)	24.0	64.0	12.0
Concerts	1st Year	(39)	41.0	56.4	2.6
	2nd Year	(24)	25.0	66.7	8.3
Plays	1st Year	(41)	46.3	48.8	4.9
	2nd Year	(24)	41.7	58.3	---
Films	1st Year	(42)	71.4	26.2	2.4
	2nd Year	(25)	28.0	52.0	20.0
Writing	1st Year	(41)	73.2	14.6	12.2
	2nd Year	(25)	60.0	24.0	16.0
Travel	1st Year	(40)	87.5	10.0	2.5
	2nd Year	(25)	52.0	48.0	---
Museums	1st Year	(39)	51.3	46.2	2.5
	2nd Year	(24)	12.5	83.3	4.2
Arts & Crafts**	1st Year	(37)	27.0	59.5	13.5
	2nd Year	(20)	20.0	75.0	5.0

* For First Year Students the comparison is with the former school: for Second Year Students the comparison is with Year I at S.E.E..

** "Arts and Crafts" is a composite category made up of painting, drawing, pottery, sculpture, weaving and other crafts.

TABLE 4.3

STUDENT ESTIMATES OF THE QUANTITY OF WORK DONE IN YEAR II COMPARED TO PREVIOUS YEAR

Subject Area	Number of Students Who Responded	Estimates of Quantity of Work *		
		% More Than Last Year	% Same as Last Year	% Less Than Last Year
English/Communications	1st Year Students = 43	74.4	9.3	16.3
	2nd Year Students = 25	72.0	20.0	8.0
Languages	1st Year Students = 28	53.6	21.4	25.0
	2nd Year Students = 13	53.8	30.8	15.4
Maths	1st Year Students = 23	30.4	34.8	34.8
	2nd Year Students = 11	54.5	18.2	27.3
Sciences	1st Year Students = 29	37.9	17.2	44.8
	2nd Year Students = 13	38.5	38.5	23.0
Social Studies	1st Year Students = 39	61.5	15.4	23.1
	2nd Year Students = 24	41.7	33.3	25.0

* For 1st Year Students the comparison is with the former high school; for 2nd Year Students the comparison is with Year I at S.E.E..

TABLE 4.4

STUDENT ESTIMATES OF THE QUALITY OF LEARNING IN YEAR II COMPARED TO PREVIOUS YEAR

Subject Area	Number of Students Who Responded	Estimates of Quality of Learning *		
		% More Than Last Year	% Same as Last Year	% Less Than Last Year
English/Communications	1st Year Students = 40	80.0	12.5	7.5
	2nd Year Students = 25	64.0	28.0	8.0
Languages	1st Year Students = 23	56.5	21.7	21.7
	2nd Year Students = 15	26.7	53.5	20.0
Maths	1st Year Students = 21	33.3	42.9	23.8
	2nd Year Students = 13	30.8	38.4	30.8
Sciences	1st Year Students = 24	50.0	20.8	29.2
	2nd Year Students = 12	33.3	41.7	25.0
Social Studies	1st Year Students = 34	91.2	2.9	5.9
	2nd Year Students = 22	68.1	13.6	18.1

* For 1st Year Students the comparison is with the former high school; for 2nd Year Students comparison is with Year I at S.E.E..

TABLE 4.5

STUDENT DISSATISFACTION WITH THE QUANTITY AND QUALITY OF THEIR WORK IN YEAR II

Subject Area	1st Year Students % Dissatisfied With		2nd Year Students % Dissatisfied With	
	Quantity	Quality	Quantity	Quality
English/Communications	11.9 42*	12.2 41	12.0 25	8.0 25
Languages	28.0 25	8.7 23	12.5 16	0.0 14
Maths	30.4 23	27.3 22	41.7 12	25.0 12
Sciences	28.6 28	21.4 28	25.0 12	10.0 10
Social Studies	25.0 40	7.9 38	8.3 24	12.5 24

* Represents the number of students who responded to this item on the questionnaire.

TABLE 4.6

DIPLOMA CREDITS EARNED DURING YEAR 2 (1972/73)

	NUMBER OF CREDITS							
	0	1	2	3	4	5	6	7 or more
1st Year (N=61)	10	12	9	7	4	5	10	4
2nd Year (N=36)	4	4	4	3	5	4	9	3
TOTAL (N=97)	14	16	13	10	9	9	19	7

TABLE 4.7

ACCUMULATED DIPLOMA CREDITS AT THE END OF YEAR II (1972/73)

	1st Year Students			2nd Year Students		
	Males (N=32)	Females (N=30)	Total (N=62)	Males (N=12)	Females (N=22)	Total (N=34)
Less than 22	46.9%	20.0%	33.9%	16.7%	13.6%	14.7%
22 - 26	25.0%	23.3%	24.2%	33.3%	40.9%	38.2%
27 - 32	18.7%	40.0%	29.0%	41.7%	22.7%	29.4%
33 or more	9.4%	16.7%	12.9%	8.3%	22.7%	17.6%

TABLE 4.8

DIPLOMA CREDITS EARNED BY MALE AND FEMALE STUDENTS IN YEAR II

Credits Earned	1st Year Students		2nd Year Students	
	Males (N=30)	Females (N=31)	Males (N=14)	Females (N=22)
0 - 2	56.7%	45.2%	35.7%	31.8%
3 - 5	30.0%	22.6%	35.7%	31.8%
6 or more	13.3%	32.2%	28.6%	36.4%

TABLE 4.9

DIPLOMA CREDITS EARNED BY MALE AND FEMALE STUDENTS IN YEAR I (1971/72) and YEAR II (1972/73)

Number of Credits	Year 1		Year 2	
	Males (N=36)	Females (N=52)	Males (N=44)	Females (N=53)
0 - 2	52.8%	32.7%	50.0%	39.6%
3 - 5	22.2%	23.1%	31.8%	26.4%
6 or more	25.0%	44.2%	18.2%	34.0%

TABLE 4.10

OVERALL MARK AVERAGES FOR S.E.E. STUDENTS, 1971-1973*

	FIRST YEAR STUDENTS				SECOND YEAR STUDENTS		
	Grade 11 (N=17)	Grade 12 (N=16)	Grade 13 (N=19)	Total (N=52)	Grade 12 (N=11)	Grade 13 (N=19)	Total (N=30)
1971-72 Average**	65.5	71.7	69.5	68.9	75.6	66.2	69.7
1972-73 Average	65.8	68.4	72.3	69.0	73.7	72.0	72.6

* The averages do not include subjects not available for credit at S.E.E., e.g. Business, Physical Education, Industrial Arts and Music.

** For first year students, marks are at previous school; for second year students they are at S.E.E..

TABLE 5.1

STUDENT PERCEPTIONS OF ACADEMIC CLIMATE AND EXPECTATIONS AT S.E.E.

ACTIVITIES	% Value Highly Personally		% Do Often		% Most Students Value Highly		% Most Teachers Value Highly	
	First Year Students N=43	Second Year Students N=25	First Year Students N=43	Second Year Students N=25	First Year Students N=43	Second Year Students N=25	First Year Students N=43	Second Year Students N=25
Selecting topics, resources and methods of presentation of course work.	62.8	64.0	34.9	44.0	55.8	28.0	65.1	68.0
Actively exploring community resources for information directly related to course work.	48.8	28.0	11.6	——	37.2	20.0	81.4	80.0
Preparing a paper, film, seminar, etc. specifically designed to show others what I have learned.	20.9	40.0	18.6	36.0	20.9	20.0	81.4	80.0
Discussing and analyzing in depth with staff or other students ideas which are related to course work.	53.5	52.0	32.6	40.0	39.5	20.0	76.7	80.0
Organizing activities open to the whole school (e.g. courses, seminars, Week or Day-on, a course-related visit or a trip).	32.6	28.0	9.3	4.0	23.3	28.0	65.1	72.0
Planning for my own independent study, research, community involvement, etc. related to my courses.	81.4	72.0	46.5	60.0	37.2	36.0	62.8	64.0

TABLE 5.2

STUDENT PERCEPTIONS OF GENERAL INTELLECTUAL CLIMATE AND EXPECTATIONS AT S.E.E.

ACTIVITIES	% Value Highly Personally		% Do Often		% Most Students Value Highly		% Most Teachers Value Highly	
	First Year Students N=43	Second Year Students N=25	First Year Students N=43	Second Year Students N=25	First Year Students N=43	Second Year Students N=25	First Year Students N=43	Second Year Students N=25
Getting into things other than course work.	81.4	56.0	53.5	44.0	55.8	36.0	46.5	44.0
Reading widely on a variety of subjects, not necessarily related to courses.	74.4	84.0	62.8	68.0	46.5	28.0	62.8	44.0
Reading intensively on particular topics, specific writers, etc..	48.8	60.0	30.2	40.0	34.9	24.0	65.1	60.0
Actively exploring community resources for whatever experiences they may happen to offer.	41.9	36.0	18.6	12.0	44.2	28.0	48.8	40.0
Expressing my feelings through an essay, poem, film, tape, or other work of art.	67.4	80.0	41.9	52.0	48.8	52.0	53.5	68.0
Discussing and analyzing in depth ideas related to personal issues such as philosophy of life, religion, values underlying differing life styles, use of drugs, etc.	53.5	60.0	32.6	44.0	48.8	48.0	51.2	40.0
Discussing and analyzing in depth ideas related to social issues such as politics, treatment of minorities, etc..	48.8	36.0	23.3	16.0	55.8	28.0	58.1	56.0
Attending plays, films, lectures, art exhibits, and other "cultural activities".	60.5	68.0	39.5	52.0	44.2	24.0	65.1	72.0

TABLE 5.3
STUDENT PERCEPTIONS OF RELATIONS WITH TEACHERS

	Relationship Is:									
	% Good		% Neutral		% Poor		% Lacking		% NR	
	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25
(1) Discussions relating to course work.	81.4	68.0	7.0	24.0	7.0	4.0	4.7	4.0	—	—
(2) Working together planning and organizing special events related to courses.	48.8	52.0	25.6	20.0	11.6	12.0	7.0	12.0	7.0	4.0
(3) Grading and evaluation procedures.	48.8	64.0	37.2	28.0	4.7	—	7.0	—	2.3	8.0
(4) Counselling about choice of courses and future plans.	25.6	48.0	41.9	32.0	9.3	4.0	16.3	8.0	7.0	8.0
(5) Discussing personal problems not related to course work.	16.3	40.0	39.5	28.0	18.6	4.0	20.9	12.0	4.7	16.0
(6) Participation and/or helping with informal school activities, e.g., sports, outings, social events, etc..	41.9	32.0	34.9	44.0	4.7	4.0	11.6	12.0	7.0	8.0

TABLE 5.4
STUDENT PERCEPTIONS OF THE CLIMATE OF COOPERATION AND MUTUAL HELP AT S.E.E.

	Students are Committed to Helping Each Other and the School							
	% Fairly Much or a Great Deal		% Some		% Little or None		% No Response	
	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25
Maintenance and appearance of the building.	51.2	36.0	32.6	36.0	11.6	24.0	4.7	4.0
Sharing limited resources (e.g., books, AV equipment, etc.).	81.4	52.0	11.6	24.0	4.7	20.0	2.3	4.0
Tutoring those who need help.	41.9	28.0	25.6	24.0	27.9	32.0	4.7	16.0
Cooperating with majority decisions within the school.	65.1	44.0	20.9	40.0	11.6	12.0	2.3	4.0
Helping others to express their views and clarify their feelings about important issues.	39.6	32.0	30.2	28.0	23.3	36.0	7.0	4.0

TABLE 5.5
STUDENT PERCEPTIONS OF STUDENT INFLUENCE AT S.E.E.

Deciding On:	Want a Say? % Yes		% Fairly Much or a Lot		% Some		% Little or None		% No Response	
	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25
Which courses are offered	86.0	96.0	72.1	56.0	16.3	24.0	2.3	16.0	4.7	4.0
The content of my course	90.7	96.0	69.8	80.0	11.6	12.0	9.3	4.0	9.3	4.0
How my work is to be evaluated	90.7	96.0	58.1	72.0	16.3	24.0	16.3	---	7.0	4.0
How school space is used	69.7	80.0	30.3	20.0	30.2	36.0	23.3	40.0	9.3	4.0
How school budget is spent	62.8	80.0	18.7	12.0	14.0	24.0	53.5	60.0	11.6	4.0
Rules of behaviour in school	76.7	84.0	41.8	36.0	27.9	24.0	16.3	36.0	11.6	4.0
Social activities of school	60.5	60.0	48.8	48.0	25.6	12.0	9.3	32.0	11.6	8.0
The new students to be admitted	72.1	84.0	48.8	32.0	23.3	40.0	14.0	20.0	9.3	8.0

TABLE 5.6

STUDENT PERCEPTIONS OF EFFECTIVENESS OF GENERAL MEETINGS

	% Most of the Time		% Sometimes		% Rarely		% No Response	
	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25	1st Yr. Students N=43	2nd Yr. Students N=25
(1) Raising, discussing and clarifying issues of general concern	39.5	32.0	23.3	32.0	18.6	16.0	18.6	20.0
(2) Deciding school policy.	27.9	12.0	25.6	36.0	30.2	32.0	16.3	20.0
(3) Disciplining students.	11.6	8.0	14.0	20.0	53.5	44.0	20.9	28.0
(4) Letting off steam.	53.5	44.0	16.3	24.0	16.3	8.0	14.0	24.0
(5) Communicating information about events.	51.2	32.0	27.9	44.0	7.0	4.0	14.0	20.0

TABLE 5.7

STUDENT VIEWS ON DECISION-MAKING AT S.E.E.

(1) The best way to make decisions about school policies is for everyone at a general meeting to discuss the issues until agreement is reached by the whole group.

	Agree	Disagree	Undecided or No Opinion
First Year Students	18.6	48.8	32.6
Second Year Students	12.0	68.0	20.0

(2) The best way to make decisions about school policy is for everyone at a general meeting to discuss the issues until they are clear, and then decide by majority vote.

	Agree	Disagree	Undecided or No Opinion
First Year Students	53.5	14.0	32.6
Second Year Students	52.0	20.0	28.0

(3) Decisions about school policy should not be made at a general meeting unless a majority (over 50%) of the students and staff are present at the meeting.

	Agree	Disagree	Undecided or No Opinion
First Year Students	48.8	23.3	27.9
Second Year Students	44.0	32.0	24.0

(4) Decisions about school policy should not be made at a general meeting unless everyone in the school has been informed in advance (at least a week) of the meeting and of issues to be discussed.

	Agree	Disagree	Undecided or No Opinion
First Year Students	74.4	7.0	18.6
Second Year Students	84.0	8.0	8.0

(5) Decisions made at a general meeting should be binding on every member of S.E.E. community, even if he/she did not attend the general meeting where the decision was made.

	Agree	Disagree	Undecided or No Opinion
First Year Students	46.5	30.2	23.3
Second Year Students	64.0	12.0	24.0

(6) A person can only make decisions for himself and no group or meeting has the right to make decisions that will direct or control his/her behaviour.

	Agree	Disagree	Undecided or No Opinion
First Year Students	27.9	51.2	20.9
Second Year Students	16.0	64.0	20.0

TABLE 7.1

FIRST YEAR PARENT ATTITUDES TOWARD OFFSPRING'S APPLICATION TO S.E.E.

	Mothers N=39	Fathers N=18
Enthusiastic	30.8 %	16.7 %
Supported the decision with misgivings	43.6 %	27.8 %
No strong feelings: it was his/her decision	5.1 %	16.7 %
Disapproved but didn't want to interfere	12.8 %	16.7 %
Argued against the decision	7.7 %	11.1 %

TABLE 7.2

PARENT INVOLVEMENT WITH S.E.E. (First Year Students Only)

Activities	MOTHERS				FATHERS			
	N	% Frequently	% Occassionally	% Never	N	% Frequently	% Occassionally	% Never
Discussed school assignments, projects, etc.	37	64.9	32.4	2.7	18	50.0	38.9	11.1
Reminded re homework	37	21.6	40.5	37.8	18	11.1	44.4	38.9
Discussed marks and academic progress	38	52.6	42.1	5.3	18	16.7	61.1	22.2
Talked with teacher	37	2.7	45.9	51.3	18	—	33.3	66.7
Discussed future educational plans	38	44.7	52.6	2.6	18	22.2	72.2	5.6
Worried about amount of work	37	45.9	32.4	21.6	18	55.6	33.3	11.1
Helped to organize work time	33	9.1	15.2	75.8	18	5.6	27.8	66.7

TABLE 8.1

MARKS OF S.E.E. COHORTS *

		MATH & SCIENCES				SOCIAL STUDIES				LANGUAGES				ENGLISH/COMMUNICATIONS			
		Ave.	<50 **	>80 ***	N	Ave.	<50	>80	N	Ave.	<50	>80	N	Ave.	<50	>80	N
Remaining in School	1972/73	59	2	0	9	78	0	4	9	73	3	5	8	75	0	4	10
	1971/72	68	5	3	12	75	2	4	11	76	0	4	9	75	0	6	12
	1970/71	71	2	4	12	73	1	3	11	72	2	4	12	73	0	4	12
Left School	1972/73																
	1971/72	51	1	0	2	67	0	0	3	56	0	0	2	63	0	0	3
	1970/71	50	4	0	7	62	0	0	7	60	1	1	5	61	0	1	8

* Marks - are average of all marks within a subject.
** 50 - indicates No. of students whose average marks in an area where below 50.
*** 80 - indicated No. of students whose average marks in an area was above 80.

TABLE 8.2

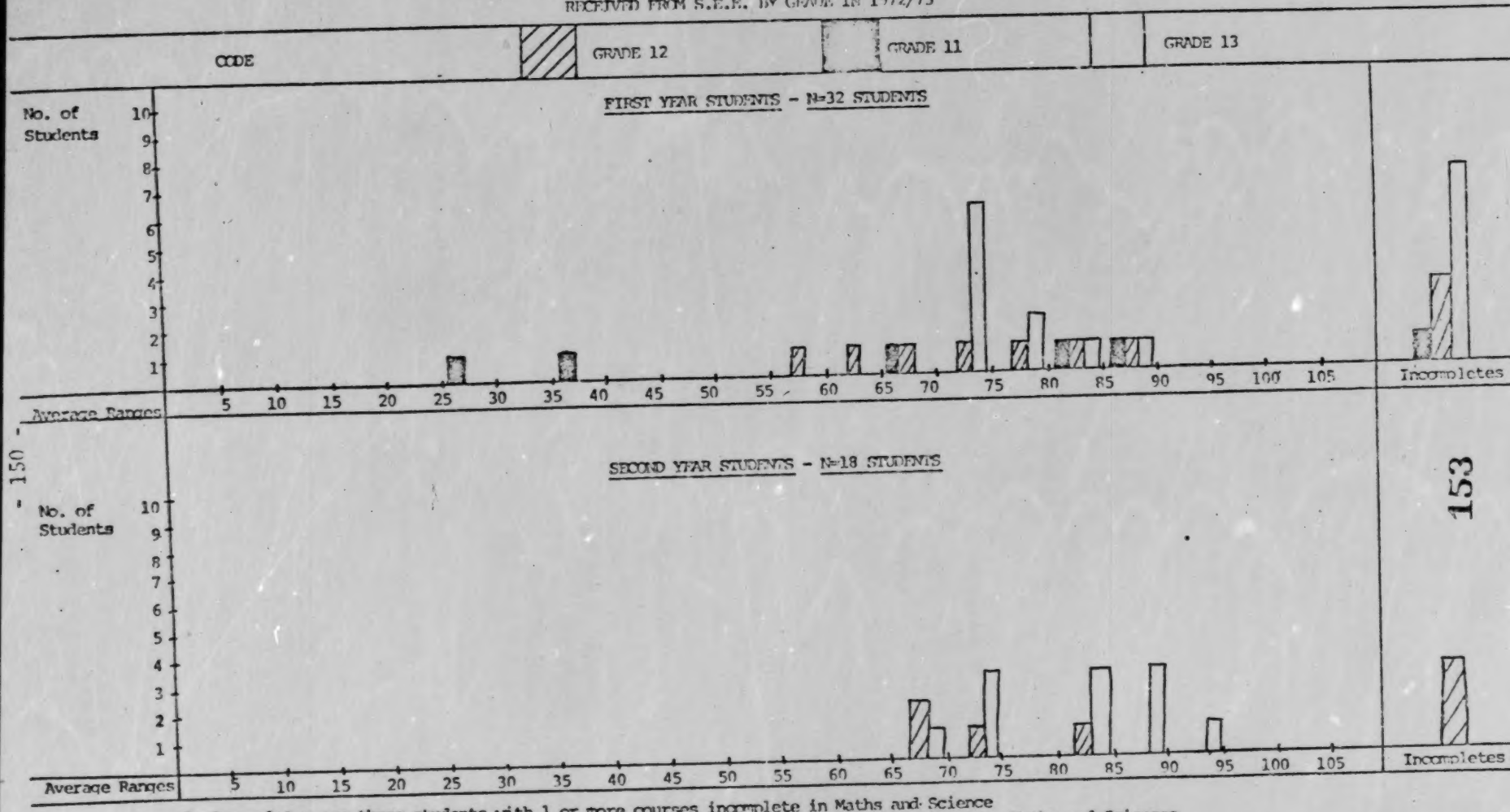
PERCEIVED CHANGES IN INTERESTS AND ABILITIES REGARDING COURSE WORK BETWEEN 1972/73 AND 1971/72

	S.E.E. Cohorts N=12			Second Year S.E.E. Students N=25		
	% More	% Same	% Less	% More	% Same	% Less
Interest in course work	50	17	33	56	24	12
Ability to communicate ideas	83	17	--	60	32	4
Ability to set goals for yourself	58	42	--	76	8	16
Ability to organize your time	17	50	33	60	28	12
Ability to meet deadlines	17	58	25	44	32	16
Amount of reading	92	--	8	60	32	8
Ability to do research on specific topics	58	42	--	52	36	8
Ability to complete research papers, projects, etc.	33	59	8	40	44	12
Overall quality of your work	42	41	17	72	16	12

APPENDIX B

Histograms of Average Marks

FIGURE 1
AVERAGE MARKS** IN MATHS AND SCIENCES FOR FIRST YEAR AND SECOND YEAR STUDENTS
RECEIVED FROM S.E.E. BY GRADE IN 1972/73



* Incompletes are those students with 1 or more courses incomplete in Maths and Science
** Average Mark is the average of all a student's completed courses in the subject area - Maths and Sciences

FIGURE 2
AVERAGE MARKS IN SOCIAL SCIENCES FOR FIRST YEAR AND SECOND YEAR STUDENTS
RECEIVED FROM S.E.E. BY GRADE IN 1972/73

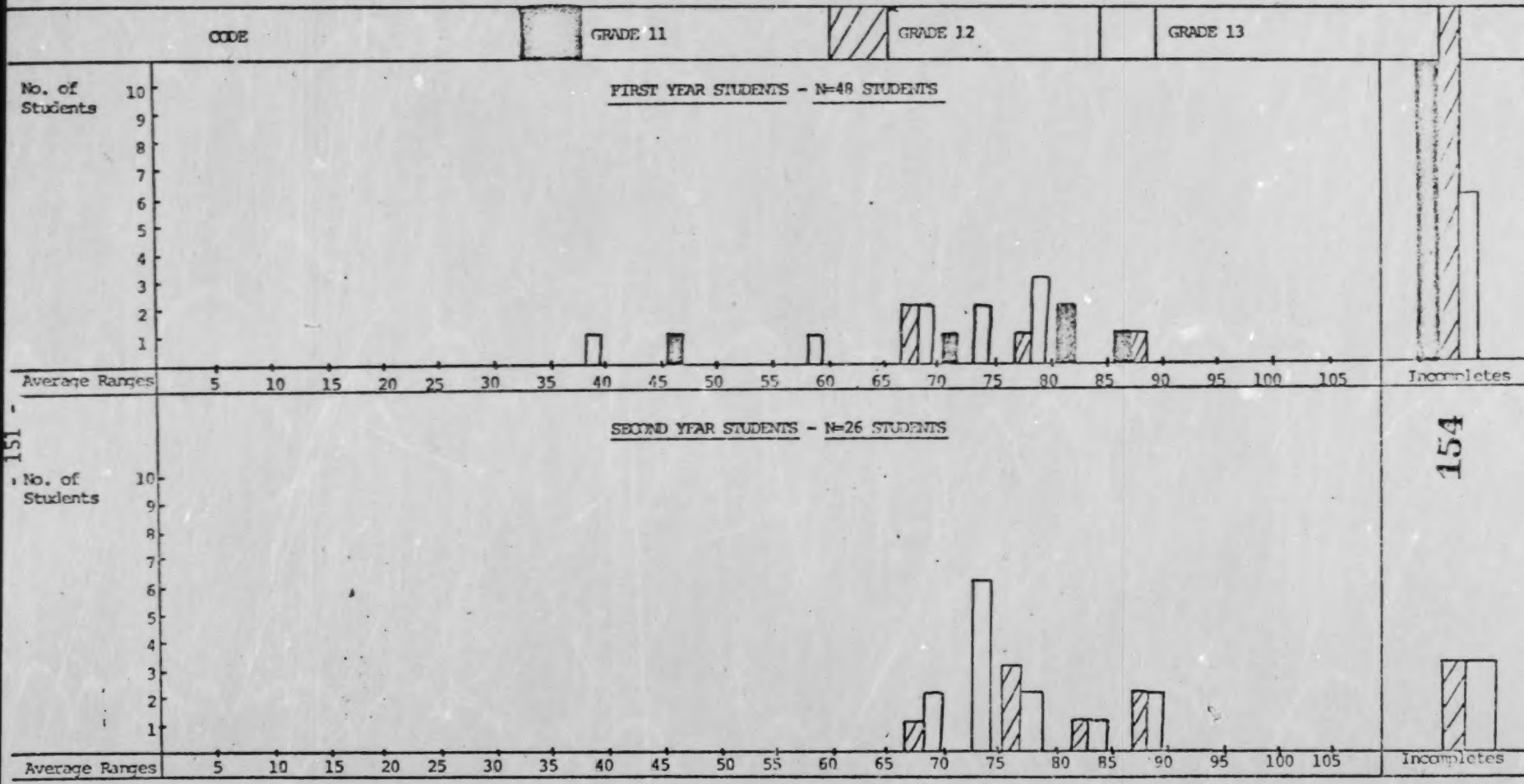


FIGURE 3
AVERAGE MARKS IN LANGUAGES FOR FIRST YEAR AND SECOND YEAR STUDENTS RECEIVED FROM S.E.E. BY GRADE IN 1972/73

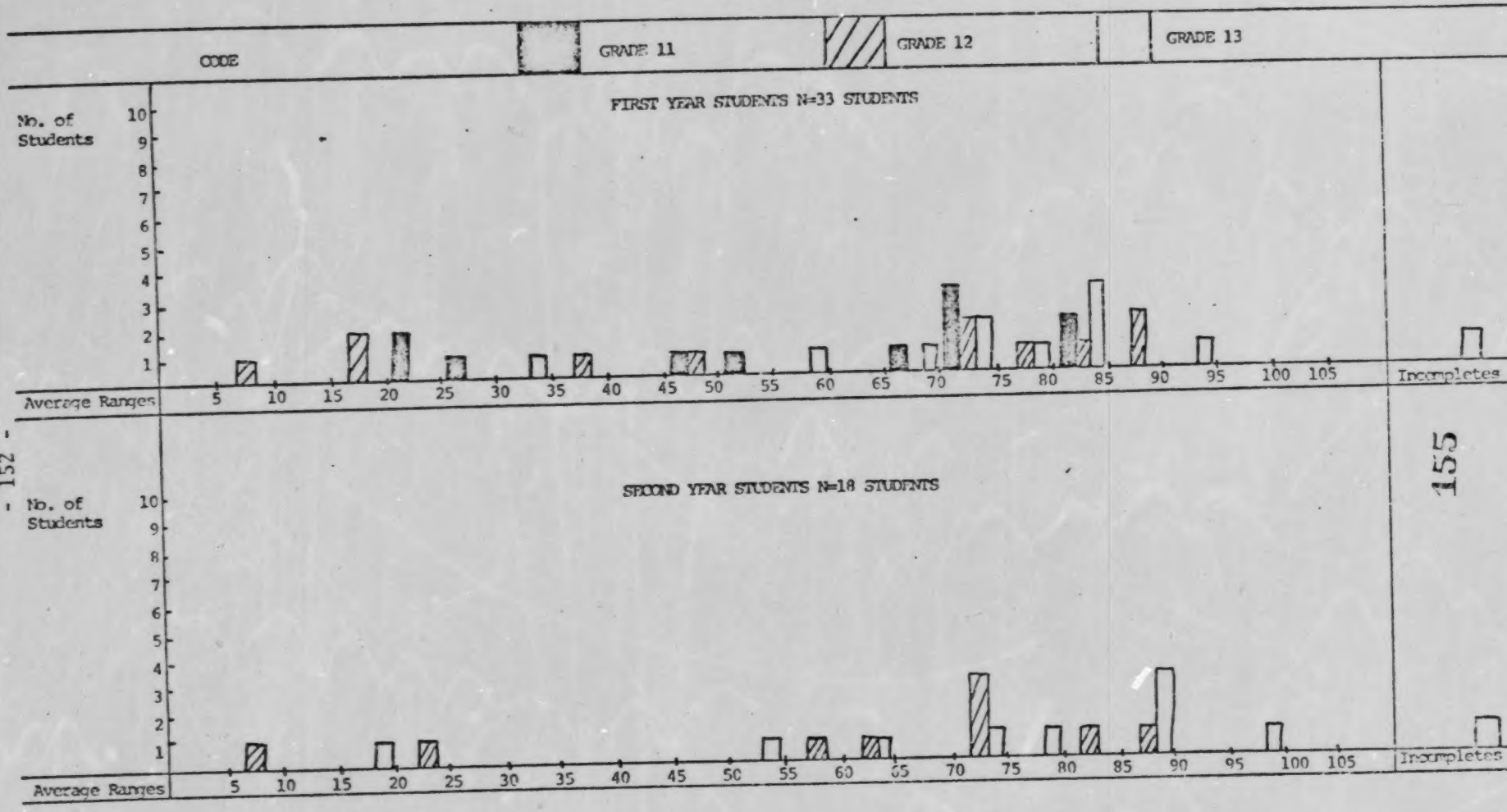


FIGURE 4

AVERAGE MARKS IN ENGLISH/COMUNICATIONS FOR FIRST YEAR AND SECOND YEAR STUDENTS RECEIVED FROM S.E.E. BY GRADE IN 1972/73

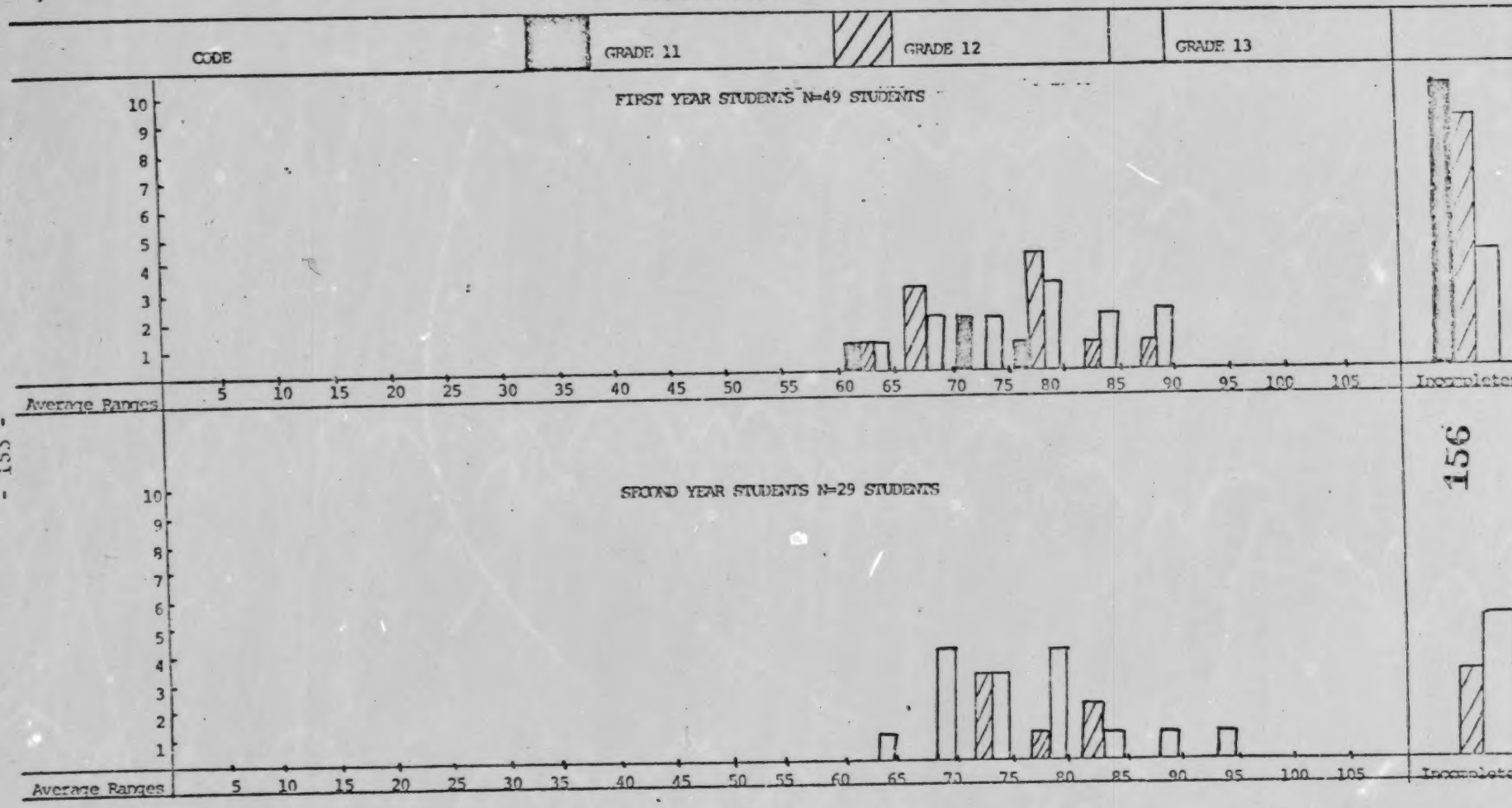
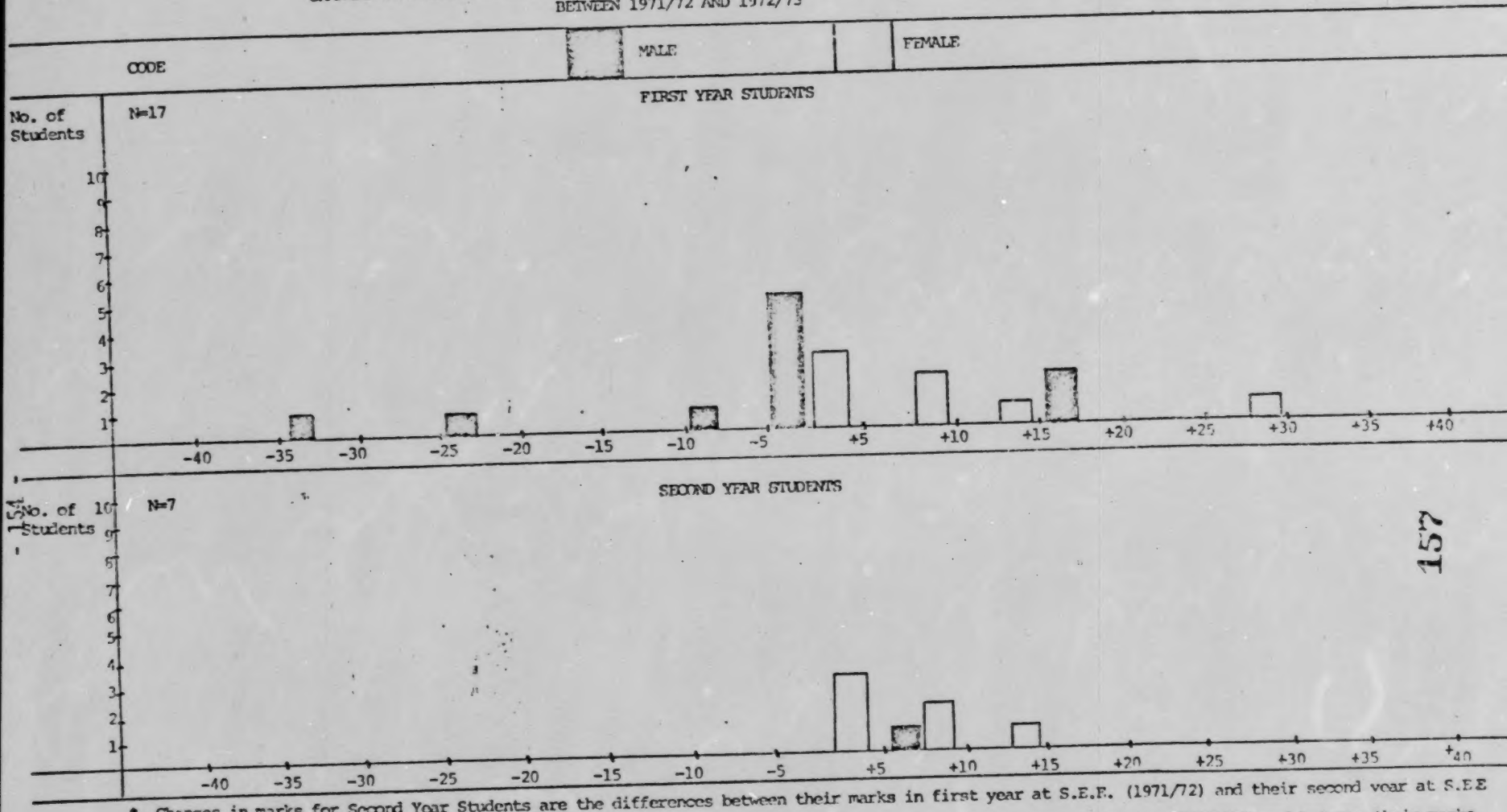

CODE
GRADE 11
GRADE 12
GRADE 13
FIRST YEAR STUDENTS N=49 STUDENTS
SECOND YEAR STUDENTS N=29 STUDENTS
Average Ranges
5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105
Incomplete

FIGURE 5

CHANGES IN AVERAGE MARKS IN MATHS AND SCIENCES FOR FIRST** YEAR AND SECOND* YEAR S.E.E. STUDENTS BETWEEN 1971/72 AND 1972/73



* Changes in marks for Second Year Students are the differences between their marks in first year at S.E.E. (1971/72) and their second year at S.E.E (1972/73)

** Changes in marks for First Year Students are the differences between their marks in their First Year at S.E.E. (1972/73) and between their marks at their former high school (1971/72)

FIGURE 6
CHANGES IN AVERAGE MARKS IN SOCIAL SCIENCES FOR FIRST YEAR AND SECOND YEAR S.E.E. STUDENTS
BETWEEN 1971/72 AND 1972/73

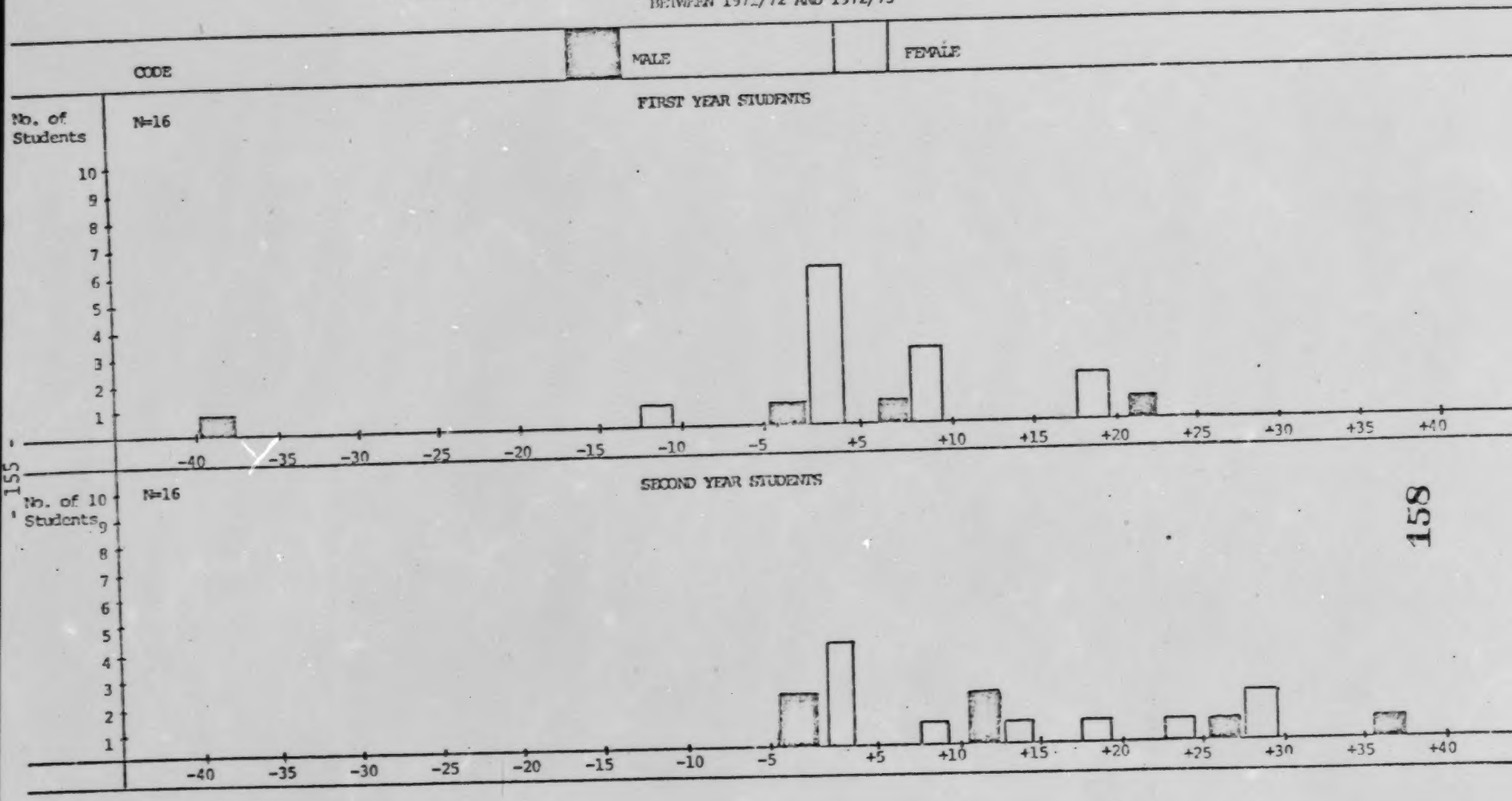


FIGURE 7
CHANGES IN AVERAGE MARKS IN LANGUAGES BETWEEN 1971/72 AND 1972/73)

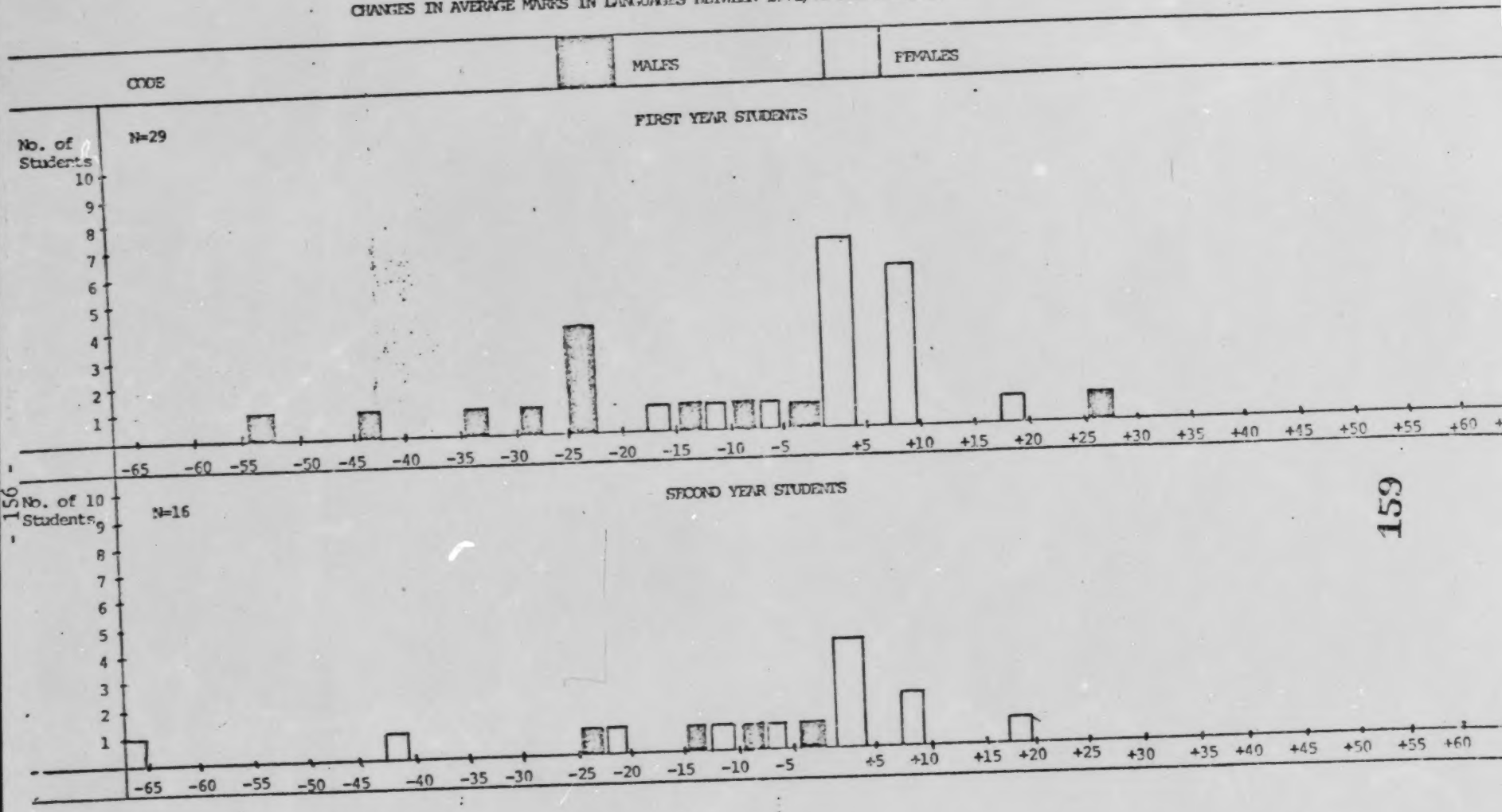
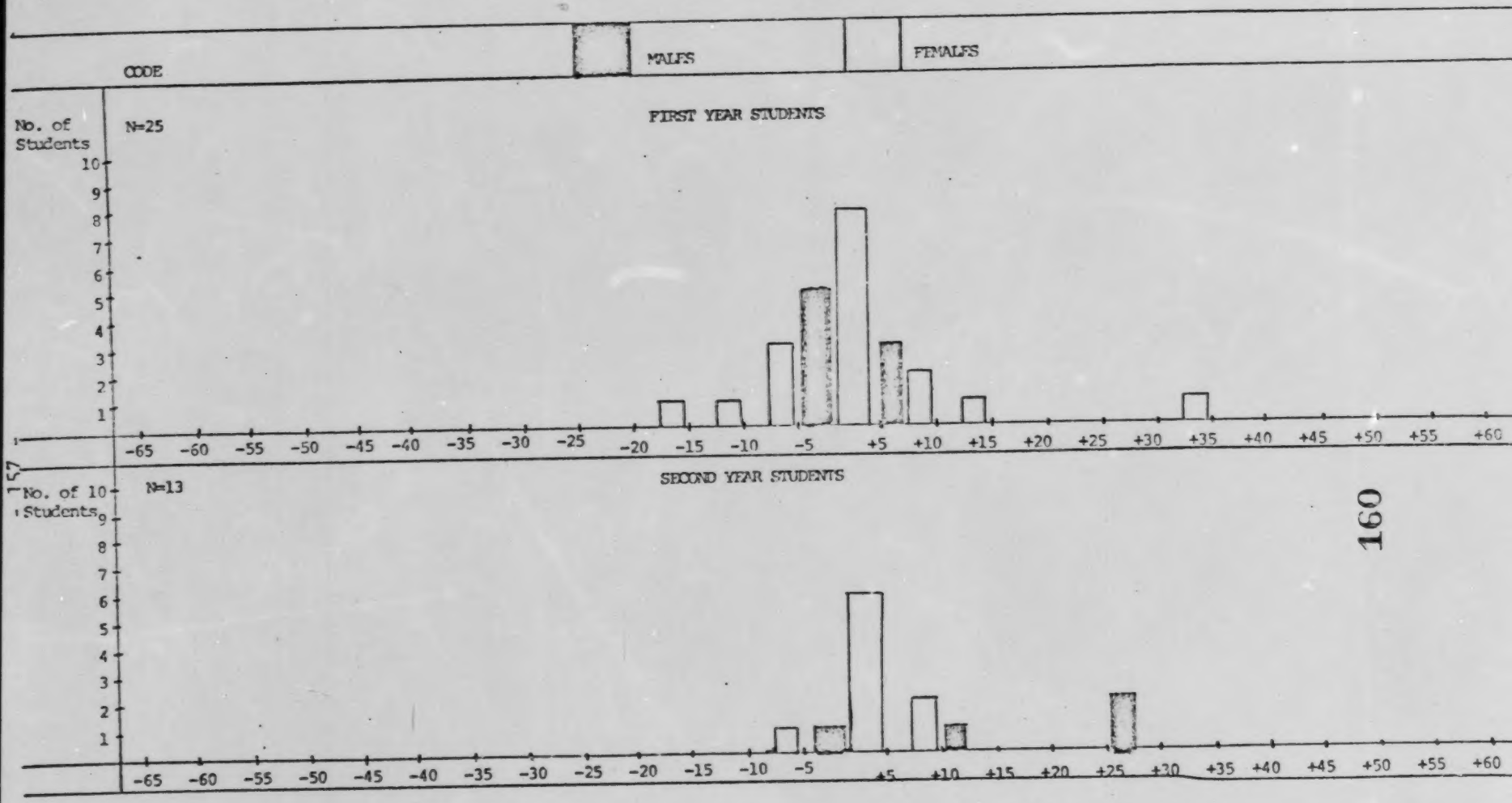


FIGURE 8
CHANGES IN AVERAGE MARKS IN ENGLISH/COMMUNICATION FOR FIRST YEAR AND SECOND YEAR S.E.E. STUDENTS
BETWEEN 1971/72 AND 1972/73



APPENDIX C

Teachers' Program Descriptions

ENGLISH-COMMUNICATIONS AND THE ARTS - W.B. DUNCAN

Communications

The Communications area at S.E.E. includes the Language program described below and a broad range of English offerings. Most of the latter are taken by students for one or two terms for partial credit with the option of extending the course - perhaps through independent study into a full credit.

Among the most popular of these courses are those which provide a forum for the kind of soul-searching journey into heightended self-understanding upon which many S.E.E. students embark. THE HEESE course and THE ARTIST AND THE IRRATIONAL each conducted in the evening by a part-time teacher fall into this category. MAN IN SEARCH requires each student to engage in his own search for personal identity, self-realization and freedom through and examination of works of fiction as well as the religious and philosophical statements of others. in the WOMEN IN LITERATURE course, the aim is to examine the image of women in Literature thruugh appropriate examples of 20th century Literature. The girls who take this course also investigate feminist literature and are asked to confront their own image of femininity in light of selected novels and short stories they are reading.

Visits from Canadian poets and novelists are a frequent feature of life at S.E.E. Joe Rosenblatt, Tim Inkster, Ted Plantos, Stephanie Vynch, Eli Mandel, Milton Acorn, Earle Birney, Roger Kuin and Gerald Lampert have

been willing to read and discuss their own work with members of the CANADIAN LITERATURE and POETRY classes and, in certain instances, the work of the students themselves at meetings of the CREATIVE WRITING WORKSHOP. A fitting climax to the latter course was the publication of the S.E.E. Poetry Book which was beautifully designed and illustrated with appropriate ink sketches.

Most students take a number of "mini-courses", each for a partial credit during the year. The content of these range from Dante's INFERNO (GIANTS OF THE PAST) to Grey Owl's TALES OF AN EMPTY CABIN (WILDERNESS LITERATURE). POTPOURRI allows participants to evolve their own course, either around a theme or specific novels or plays which different class members have found captivating.

PERSPECTIVES ON THE ARTS was fortunate in having a part-time staff member, knowledgeable about the diverse ramifications of the arts in the romantic era, who was able to lead an examination of the relationship between painting, literature and music during the nineteenth century.

LINGUISTICS, the objective of which is to acquaint students with the social and personal function of language in order to show how the language shapes our thought, included topics on the language of politics, advertising and propaganda, the history of language, the nature of slang, swearing and dialect, and the characteristics of Canadian English and French.

The MAN AND MYTHOLOGY course looks at a range of myths from Greek and Roman to the present day. The aim is to see the universality of mythic patterns, thus everything from the Ajax T.V. commercial to the Guevera and Mickey Mouse can be analyzed through their mythological dimensions.

The SATIRE class was encouraged to write some original satire after an examination of the work of noted writers in this field. The results were extremely gratifying and included a satire on the S.E.E. staff portrayed as members of a football team whose actions were reported in a sport writer's lingo.

JOURNALISM is an ideal course for S.E.E. since students have many opportunities during the week to do investigative reporting and conduct interviews with interesting and often newsworthy people. The success of the course depends entirely on the willingness of the students to read and criticize the press and his own determination to try different types of journalistic writing.

MODERN DRAMA bridges the gap between English Communication courses and The Arts area of the curriculum. Year 3 and Year 4 students take it for a partial credit, while Year 5 students take a longer and more penetrating version of the course for a full credit, which serves as the academic complement to their more active experiences in the Theatre Arts.

THE ARTS - W. B. DUNCAN

Another part-time staff member, an actor, was able to rescue the Theatre Arts course after a rocky start last year by giving the programme focus and the dynamism which it needed. This class meets for an indefinitely extended period one afternoon a week at S.E.E. for exercises in movement, mime, tableau, improvisation and basic acting technique. In addition, students attend a wide variety of productions at Toronto theatres.

Fusing many diverse elements, COMMUNICATION ARTS attempts to cover a range of topics, primarily in the mass media. Film, radio, television, and photography are studied, and students also are expected to complete two practical media assignments during the year. These have included super 8mm films, video productions using portapack equipment, slide-tape shows, photographic essays, sound collages, animation films, and 16mm films. This course also makes extensive use of community resources such as the facilities at Channel 19, City-TV, Ryerson Photographic Arts Department, Toronto Film-makers Co-op, and the Animation and Media Arts Department at Sheridan College. In addition, a series of people working in the field have visited the school to show and discuss their work and that of the students.

The Art courses are offered by a part-time teacher, formerly an Etobicoke secondary school art teacher who is presently taking special courses at the Ontario College of Art.

The students meet for one afternoon a week. During this time, a variety of forms of art is attempted. These include miniature sculpture, free form drawing, portraiture, batik and ceramics. While the school does not have a kiln, the students were able to have their works fired at the Ontario College of Art. Throughout the year, the class visited the leading art galleries in Toronto. On one occasion, an outstanding Toronto artist, Tom Hodgson, visited the class and demonstrated and discussed his work.

LANGUAGES - J.M. BLACKBURN

The aim of the Language Department at S.E.E. School is to promote language learning through self-reliance but at the same time to preserve the principle of periodic appraisal.

This year, S.E.E. offered credit courses in French, Francais, German and Spanish at all levels of the Grade 11 to Grade 13 spectrum. There are also beginning courses in French and German and one non-credit course in Latin.

The French program is the largest one and it has many different aspects. The beginner's level is given this year by a Grade 13 student, under supervision of the staff member responsible for the language section and the quality of this senior student's efforts will count towards his Grade 13 credit.

The Grade 11 and Grade 12 programs are sequential in that they have been divided into fifty units (25 units each year) and it is thus possible for Grade 11 students to advance into the Grade 12 sector during the same year. A special feature of the program lies in its use of the facilities at the Language Centre facilities of O.I.S.E. In co-operation with the Modern Language staff at O.I.S.E., these facilities have been reserved for S.E.E. students every Monday from 10:00 a.m. to 4:00 p.m. There are at least two preparatory sessions per week conducted at S.E.E. School but the onus is on each individual student to get to the O.I.S.E. building on his own time within the hours prescribed and thus complete the weekly unit. An assessment of the student's progress is available following a

written and oral test at the end of each term. The student chooses the date and time of his test within an interval of one week. He may also repeat it if he or she should be unsatisfied with the results. The total assessment is based on written assignments submitted during the term, work completed during the preparatory sessions (e.g. conversation topics, student presentation, dictées, etc.) and the results of the tests themselves.

As of November 1, 1973, the O.I.S.E. facilities were also made available for the Grade 11 German students.

Two credits are offered in Grade 13 French but these can be obtained in several different ways depending upon the preference of the individual student. The majority of the students have opted for a meeting two afternoons a week where an intensive oral and written review is conducted, supplemented by the use of tapes. This is preparation for a repetition of last year's highly successful immersion program which will begin in January, 1974. Hopefully, this program has been improved in that it is receiving the full co-operation of F.E.U.T. and will be integrated with their practice teaching sessions. Thus, the students will receive continuous instruction in French from 9:00 a.m. until late afternoon from a team of selected student teachers.

Meals will be taken together with the young staff to ensure the continuity of the French "ambiance". After three weeks the students, accompanied by their staff, will spend seven days in Trois-Pistoles, Quebec, where they will be lodged in French-speaking homes. Academic

instruction will continue in the morning but a very impressive array of cultural activities has been prepared for the balance of the day.

The second credit is earned through individual programming where readings are selected in an area chosen by the student but preferably integrated with other subject areas, e.g. Robbe-Grillet would also be studied in Communications under Avant-Garde Literature.

This custom-made programming has also been used in Francais for two student whose primary studies and first year of high school were completed in France.

The Spanish program has participants at all three levels: Beginner Intermediate and Advanced. It follows the relatively new but fairly conventional program "INVITACION AL ESPANOL" but takes an advantage of the small groups - a basic feature in the teaching of languages at this school - in order to make use of the growing Spanish speaking community in Toronto.

SOCIAL SCIENCES

There were fifteen credit courses and approximately five non-credit courses offered in the Social Sciences 1972-73.

The credit courses were held throughout the year, usually meeting for approximately one hour per week. All but three were taught on a seminar basis with group numbers ranging from three to sixteen.

Students were expected to read in preparation for class and part of their grade was based on their participation in the seminar.

Some seminars (notably Chinese History, Political Science, and Canadian History) evolved into such dynamic groups that students were taking almost total initiative for the direction of the course and conduct of the seminars by Christmas. Two or three others, such as the World Religions and Economics I, needed constant staff guidance and organization for throughout the year. Most groups fitted somewhere between these two extremes.

The major emphasis in all the courses was on research in the community. Students were encouraged to go beyond libraries and delve into on-the-site observations, personal interviews, and documentary evidence such as that found in archives. More research of this nature was conducted in 1972-73 than the previous year. Outstanding examples of such research were Dave Suarez's completion of a demographic analysis of Albion Township and a brillian thesis on Primitive Methodism in Albion, Mary Ormrod's essay on the original Streetsville Mill, Kari Lie's paper on the death of Tom Tompson, Brian Johnson's analysis of the Moose Factory Indian Reserve, and Brian Lewington's and Brian Moore's treatise on the Forts of the Niagara River.

Another aspect of the Social Science programme which developed significantly in 1972-73 was the use of resource people in the community. Approximately 37 resource people were used either as aids in research or

as speakers for groups at the school, while over 70 additional organizations or individuals are cited by students as important resources for their work in the social sciences.

This year (1973-74) a significant addition to the accredited courses is The Native Studies Course. Students are working closely with The Native Peoples' library and Professor Tom McFent and The University of Toronto.

A Latin American Studies Course is being developed in co-operation with Professor Russell Chase at York University who has agreed to meet with students for at least three hours twice a month.

Finally, with the addition of Andrew Tuffin to teach Sociology, and Jack Shallhorn to teach Geography, The full-time staff member was left with more time to counsel students on their research. This time proved to be valuable in helping students to research more efficiently and to organize their data.

MATHEMATICS

The mathematics curriculum consists primarlily of individual student programs. Students are free to consult with the teacher whenever help is needed. Courses in Years 3 and 4 are offered at the basic and the advanced levels. A greater freedom of topic choice is given to students of the basic course.

Evaluation has, until this year, been based on written tests taken at the student's convenience. As a response to the first two years of operation, it seemed desirable to introduce some time limits on the rate of an individual's work in Years 3 and 4 for the 1973-74 school year. Accordingly, a minimum progress rate has been established with tests to be written by certain fixed dates. This system appears to be working well as a significantly increased number of students have written the first of the scheduled tests.

SCIENCES

The design of the science courses is based upon the specific character of each discipline. Some are primarlily individualized, whereas others remain more group-oriented. There was increased emphasis on using the community resources for individual research as well as group field trips during the past year.

Man, Science and Technology was introduced at all levels.(S.E.E. was the only school in Ontario to offer this at Year 5) with emphasis on man's technological progress and needs and the resultant impact on society. Evaluation was based upon written tests, laboratory reports, presentations and individual essays.

An important outgrowth of the MS&T course was the formation of a Community Interest Group in a national conference program sponsored by the Canadian Council of Resource and Environment Ministers. The students in this class studied the issue of northern development submitted for consideration at an Ontario-wide conference. One of the students was elected as a delegate to this conference.

APPENDIX D

Courses and Resources

COURSES OFFERED AT THE SCHOOL OF EXPERIENTIAL EDUCATION 1972-73-74

ENGLISH AND COMMUNICATIONS

	Course Title	Level	Credit	Resource Person
*	Avant-Garde Literature	Year 3,4,5	Partial	A. Tuffin P-T
*	Canadian Literature	Year 3,4,5	Partial	B. Duncan
	Literature and Philosophy	Year 3,4,5	Partial	M. Smart P-T
*	Linguistics	Year 3,4,5	Partial	B. Duncan
*	Poetry	Year 3,4,5	Partial	B. Duncan
*	Satire	Year 3,4,5	Partial	B. Duncan
*	Creative Writing	Year 3,4,5	Partial	B. Duncan
*	Novels of Kurt Vonnegut and Richard Brautigan	Year 3,4,5	Partial	B. Duncan
*	Wilderness Literature	Year 3,4,5	Partial	D. Suarez - Stu
*	Potpourri	Year 3,4,5	Partial	B. Duncan
*	Hemingway, Fitzgerald and Steinbeck	Year 3,4,5	Partial	B. Duncan
	The Writer and the Irrational	Year 3,4,5	Partial	G. Reardon P-T
*	Giants of the Past	Year 3,4,5	Partial	B. Duncan
*	Novels of Herman Hesse	Year 3,4,5	Partial	D. Alton P-T
*	Science Fiction	Year 3,4,5	Partial	J. MacLean P-T
*	Man In Search	Year 3,4,5	Partial	B. Duncan
*	Perspectives on the Arts: The Romantics	Year 3,4,5	Partial	T. Doyle P-T 73-74 L. Schneider P-T
*	Modern Drama	Year 3,4,5	Partial	B. Duncan
*	Journalism	Year 3,4,5	Partial	B. Duncan
	Women in Literature	Year 3,4,5	Partial	C. Pender P-T

The Arts

	Communication Arts	Year 3,4,5	Full	B. Duncan
*	Theatre Arts	Year 3,4,5	Full	M. Marshall P-T
73-74	Creative Dance	Year 3,4,5	Partial	M. Cavill P-T
*	Art	Year 3,4,5	Full	E. Dillon P-T

N.B. - Assisting in the course MAN IN SEARCH 73-74 - Terry Doyle - P.T.

* Also being offered in 1973-74
P-T - Part-time teacher; (Vol) - Volunteer Resource Person;
Stu - Student Resource Person

MODERN LANGUAGES

Course Title	Level	Credit	Resource Person
* French	Year 3,4,5	Full	J. Blackburn J. Fleming - Stu
* French R.P. 15/1964	Year 1	Full	J. Blackburn
* Francais	Year 4 & 5	Full	J. Blackburn
* German	Year 1,2,4,5	Full	A. Schoenborn P-T
* German	Year 3	Full	A. Ellerbrook P-T
Latin	Year 3,4,5	Full	G. Abboud P-T M. Vajk - Stu
* Spanish	Year 1,2,4,5	Full	J. Blackburn

SOCIAL SCIENCE

Course Title	Level	Credit	Resource Person
* Canadian History	Year 5	Full	D. Parker
* U.S. History	Year 5	Full	D. Parker
* Chinese History	Year 3 & 4	Full	D. Parker
* Modern History	Year 3 & 4	Full	D. Parker
* Canadian Geography	Year 5	Full	J. Shallhorn P-T
* Urban Geography	Year 3 & 4	Full	D. Firman(Vol)
* World Geography	Year 3 & 4	Full	S. Kitchener(Vol)
* Geography Fundamentals	Year 3 & 4	Full	
* Political Science (People & Politics)	Year 3 & 4	Full	D. Parker
* Economics I	Year 3 & 4	Full	D. Parker
Economics II	Year 5	Full	D. Parker
* Sociology (Man In Society)	Year 3 & 4	Full	D. Parker
* Sociology of the Family (Home Economics)	Year 5	Full	A. Tuffin P-T
* Canadian Studies	Year 5	Full	B. Duncan D. Parker

* Also being offered in 1973-74

P-T - Part-time teacher; (Vol) - Volunteer Resource Person;
Stu - Student Resource Person

	Course Title	Level	Credit	Resource Person
73-74	Native Studies	Year 5 (applied for)	Full	D. Parker
*	World Religions	Year 3 & 4	Full	D. Parker
73-74	Law	Year 3 & 4	Full	D. Parker
	Women's Course	Any	Non-Credit	J. Durjancik(Vol) M. Fieldstone
*	Indian Eskimo	Any	Non-Credit	A. Johnston(Vol) D. Parker
	Revolution	Any	Non-Credit	D. Parker
	Philosophy	Any	Non-Credit	M. Lewis(Vol)
*	Utopias	Any	Non-Credit	D. Parker
73-74	Educational Theory and Practice	Any	Non-Credit	J. Sinclair(Vol)
*	Psychology	Any	Non-Credit	W. Cunchik(Vol) R. Simon(Vol)
	Encounter Group	Any	Non-Credit	W. Cunchik P-T
	Canadian Independence	Any	Non-Credit	S. Butler - Stu

MATHEMATICS AND SCIENCE

*	Physics	Year 3	Full	J. Gannett
*	Man, Science & Technology	Year 3 & 4	Full	J. Gannett
*	Chemistry	Year 4	Full	J. Gannett
*	Advanced Chemistry	Year 4	Full	J. Gannett
*	Biology	Year 3	Full	D. Piekarcz 72-73 P-T J. Gannett & S. Burch 73-74 P-T
73-74	Environmental Science	Year 3 & 4	Full	J. Gannett & S. Burch P-T
*	Biology	Year 5	Full	D. Piekarcz 72-73 P-T S. Burch 73-74 P-T
*	Chemistry	Year 5	Full	J. Gannett
*	Man, Science & Technology	Year 5	Full	J. Gannett
*	Physics	Year 5	Full	J. Gannett
*	Applications of Mathematics I	Year 3	Full	S. Burch P-T
*	Applications of Mathematics II	Year 4	Full	J. Gannett

* Also being offered in 1973-74

P-T - Part-time teacher; (Vol) - Volunteer Resource Person;
Stu - Student Resource Person

Course Title	Level	Credit	Resource Person
* Foundations of Mathematics I	Year 3	Full	J. GAnnett
* Foundations of Mathematics II	Year 4	Full	J. Gannett
* Relations & Functions	Year 5	Full	J. Gannett

* Also being offered in 1973-74

P-T - Part-time teacher; (Vol) - Volunteer Resource Person;
Stu - Student Resource Person

COMMUNITY RESOURCES USED BY S.E.E. STUDENTS

APPENDIX E

Student Comments: S.E.E. vs. Former School

APPENDIX E

First Year Students: S.E.E. Compared with Previous School

"Completely different from old school. Hardly any comparison. Wasn't getting true education in old school -- just memorized from exams. S.E.E. has allowed me to pursue areas of interest."

"Yes. Certain type of people are attracted to and stay at S.E.E.. People who expect it to be more or less organized, etc. leave quickly. Those who stay are those who know what they want to do, so they come here and do it. First few weeks I was confused, but then straightened out in my head what I want to do."

"It's so relaxed here. Just about everyone here really cares about other people's feelings. You get more used to thinking here. People listen to each other's opinion. People really care what happens to the school -- I miss the school on holidays and weekends. Some teachers think we're not involved enough, but we are more involved than in straight school. People don't want to get involved in things that require work. A lot of people here keep away from things that have to be organized. Maybe they had it rammed down their throats too much before."

"Yes. Definitely. I always used to look forward to the 3:20 bell. You can be more yourself here. Discussion both in and out of classes are deeper."

"...when you're worried about how to behave in school you don't get as involved - it's like you're forced to go. Here it's more your choice. People are more into the school here -- they're getting into doing work for the school e.g. painting halls. There's a sense of pride in the school. Conversations are more intellectual here. I've started reading the newspaper since I've come here."

"...you can get into really good discussions here; it's not out of the ordinary here to talk about something you've read in a book -- other schools you don't talk about anything you've done."

"You're not at S.E.E. so much. I spend about three hours a week at S.E.E., that's it. The rest of the time I'm at home or the library. I find the people are different. I guess because it's smaller."

"Attendance: I was always in trouble at my old school. I got graded because I wasn't there. I didn't get some marks, but I was doing the work at home. I don't socialize here, (although) I wanted to in the beginning. There is a big gap between old and new students, but I don't think it will happen next year because it will have three years of students."

Second Year Students: Year II at S.E.E. Compared with Year I

"More unified last year. I don't like it as much. It's more settled in its ways."

"...I've noticed that people's goals have dropped although others say this isn't so. People are different. They're less practical; less community spirit. I wonder if old ones didn't accept new ones. There is a dichotomy between the new and the old. The new are less community minded and old more disillusioned. The courses are much the same; maybe not as much experimentation, such as setting up courses."

"Rambunctious people last year have dropped out...Everyone settled down this year and started working. Kids more steered toward doing their work this year."

"There's more apathy about class attendance; the first year students are more passive."

"Fifty percent different students. I noticed a difference at the beginning of the year. Second year students are more mature, willing to let teachers make certain decisions (like about auditing outsiders) which would never have been allowed last year. There were problems at the beginning of the year: half of us knew each other, so lots of new ones had trouble getting into it at first. I think that's why some dropped out."

"On the quality of the school: maybe it's just that I'm in the school more and I'm more critical; or that I'm getting more out of it and I expect others to do the same."

"The new bunch of kids are even less enthusiastic than last year. It's not as good as last year. I know there are some not doing anything and they don't care."

"People are different. There's a whole change in people's minds. The school still has cliques like last year, but the cliques are not closed like in straight school. I hope it doesn't get any less academic, but I feel it's up to the students who come after to make it what they want."

"It's different: not really a bad difference, but something different. I'm not sure what. Maybe there was more emphasis on academics last year."

"I don't think there is as much of a group feeling -- it's not the same because we're more on our own now. Not everyone is striving for the school, because we're more established now. Now people drift off."

"Just in terms of people: the different backgrounds of people coming in changes the place continually. I don't feel different about the palce; I still love it. A few of the staff are becoming discouraged with the quality of the academic stuff that's coming into them. I think that's put them on edge; they're demanding more quality. I feel students are willing to give better quality."

APPENDIX F

S.E.E. STUDENT QUESTIONNAIRE

Code No._____
(N.B. This keeps all responses anonymous.)

The questionnaire this year is considerably longer than the one we asked you to fill in last year, for two reasons. Last year's experience gave us a better idea of the kinds of question which lend themselves to questionnaire-type answers. But, more important, we shall be unable to interview more than about one third of the students this year because we have fewer staff this summer to work on the huge task of listening to all the tapes and recording the information on them. Therefore this questionnaire which all students are receiving will be our most important method of collecting information this year.

SO--please take the hour or so which will probably be needed to fill this out with some care. If SEE is to establish itself on a permanent basis during the next couple of years, the school will need to know more exactly what the strengths and weaknesses of its program are and how serious are the differences among people's perceptions of these matters. We hope to make a much more serious effort to use the information gathered from this year's research in making suggestions on some of these issues in the fall.

One last word. Please answer this on your own and don't discuss it with other students who have not yet completed theirs. Turn it in to Mrs. Bolster or to Ann when it is finished, not later than May 7.

1. We know that different students value their experiences at SEE for widely differing personal reasons. We are anxious to find out whether or not this has an influence on how they view and experience the school as a whole. Please attempt to estimate: (1) your <u>own</u> feelings about each activity below; (2) the attitude of <u>most</u> (i.e. the majority) other students; and (3) the attitude of <u>most</u> of the teachers toward these activities.

   It is not important whether or not you are <u>correct</u> about other people's views (they will express their own); your general impression of how other people feel is what we are after, in addition to your own personal feelings.

   Check the phrase which seems most accurate.

   Example:

	Value Highly	Value Somewhat	Consider Unimportant	
I personally	_____	_____	_____	taking courses I wouldn't have been able to take at my former school.
Most students	_____	_____	_____	
Most teachers	_____	_____	_____	

   I personally do this:
   Often_____Sometimes_____Never_____

	Value Highly	Value Somewhat	Consider Unimportant	
1. I personally	_____	_____	_____	getting into things other than course work.
Most students	_____	_____	_____	
Most teachers	_____	_____	_____	

   I personally do this:
   Often_____Sometimes_____Never_____

2. I personally	_____	_____	_____	selecting topics, resources and methods of presentation of course work.
Most students	_____	_____	_____	
Most teachers	_____	_____	_____	

   I personally do this:
   Often_____Sometimes_____Never_____

3. I personally	_____	_____	_____	reading widely on a variety of subjects, not necessarily related to courses.
Most students	_____	_____	_____	
Most teachers	_____	_____	_____	

   I personally do this:
   Often_____Sometimes_____Never_____

4. I personally	_____	_____	_____	reading <u>intensively</u> on particular topics, specific writers, etc.
Most students	_____	_____	_____	
Most teachers	_____	_____	_____	

   I personally do this:
   Often_____Sometimes_____Never_____

5. I personally	_____	_____	_____	actively exploring community resources <u>for information directly related to course work</u>.
Most students	_____	_____	_____	
Most teachers	_____	_____	_____	

   I personally do this:
   Often_____Sometimes_____Never_____

		Value Highly	Value Somewhat	Consider Unimportant	
6.	I personally	_____	_____	_____	actively exploring community resources for whatever experiences they may happen to offer.
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
					I personally do this: Often_____ Sometimes_____ Never_____
7.	I personally	_____	_____	_____	preparing a paper, film, seminar, etc. specifically designed to show others what I have learned.
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
					I personally do this: Often_____ Sometimes_____ Never_____
8.	I personally	_____	_____	_____	expressing my feelings through an essay, poem, film, tape, or other work of art.
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
					I personally do this: Often_____ Sometimes_____ Never_____
9.	I personally	_____	_____	_____	discussing and analyzing in depth with staff or other students ideas which are related to course work.
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
					I personally do this: Often_____ Sometimes_____ Never_____
10.	I personally	_____	_____	_____	discussing and analyzing in depth ideas related to personal issues such as philosophy of life, religion, values underlying differing life styles, use of drugs, etc.
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
					I personally do this: Often_____ Sometimes_____ Never_____
11.	I personally	_____	_____	_____	discussing and analyzing in depth ideas related to social issues such as politics, treatment of minorities, etc.
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
					I personally do this: Often_____ Sometimes_____ Never_____
12.	I personally	_____	_____	_____	attending plays, films, lectures, art exhibits, and other "cultural activities".
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
					I personally do this: Often_____ Sometimes_____ Never_____
13.	I personally	_____	_____	_____	organizing activities open to the whole school (e.g. courses, seminars, Week or Day-on, a course-related visit or a trip).
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
					I personally do this: Often_____ Sometimes_____ Never_____

		Value Highly	Value Somewhat	Consider Unimportant	
14.	I personally	_____	_____	_____	planning for my own independent study, research, community involvement, etc. related to my courses.
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
					I personally do this: Often_____Sometimes_____Never_____
15.	I personally	_____	_____	_____	organizing activities such as sports events, parties, the Coffee House, visits, etc. which are not related to course work.
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
					I personally do this: Often_____Sometimes_____Never_____
16.	I personally	_____	_____	_____	helping to organize activities which relate to the operation of the school (e.g. general meetings, Office work, publicity, equipment collection etc.)
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
					I personally do this: Often_____Sometimes_____Never_____
17.	I personally	_____	_____	_____	the fact that things often 'just happen' at SEE without anyone planning them.
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
18.	I personally	_____	_____	_____	being able 'to be myself' without being hassled to be something different.
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
19.	I personally	_____	_____	_____	being able to do whatever I feel like doing, knowing that no one is likely to stop me.
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	
20.	I personally	_____	_____	_____	feeling free to say whatever I think without being challenged to justify or 'prove' my statement.
	Most students	_____	_____	_____	
	Most teachers	_____	_____	_____	

PART II

1. The following are a series of questions having to do with the use of the SEE building.

   (a) to what extent do you find the SEE building a satisfactory place to study? (Check one appropriate item):

   ____very satisfactory, I work well there
   ____o.k., there is no major problem
   ____no feelings one way or the other
   ____it's difficult to study but I manage well enough
   ____very unsatisfactory, I can't work there

   (b) inside the SEE building where do you frequently study? (Check all the appropriate items).

   ____never study at SEE
   ____common room
   ____school office
   ____seminar room
   ____Doug's office
   ____Social Science Study Rooms (beside Art Room)
   ____art room
   ____math rooms
   ____science lab.
   ____John's languages rooms
   ____Room 8
   ____Room 6
   ____Media Rooms (upstairs)
   ____4 small rooms in basement
   ____any empty room I can find
   ____other(s) (specify)

   (c) Think of an average week this year. How many hours, approximately, did you spend:

   at the SEE building:

   ____ 0 - 5 ____ 21 - 25
   ____ 6 - 10 ____ 26 - 30
   ____11 - 15 ____ 31 - 35
   ____16 - 20 ____ 36 or more

   doing something else which was directly connected with SEE:

   ____ 0 - 5 ____ 21 - 25
   ____ 6 - 10 ____ 26 - 30
   ____11 - 15 ____ 31 - 35
   ____16 - 20 ____ 36 or more

(c) Which credit or non-credit courses did you sign-up for this year and later decide to drop? (Please check only the one most important reason for dropping the course).

Course	Month Dropped	Credit or Non-credit	Reason for dropping course: Lack of Time	Lack of Interest	Too difficult	Other (Specify below)

Other Reasons (specify course) _____

_____

_____

_____

4. Please compare your interest and ability regarding course work (credit or non-credit) this year with that of last year.

	More	Same	Less
1. Interest in course work	___	___	___
2. Ability to communicate ideas	___	___	___
3. Relationship with teachers	___	___	___
4. Ability to set goals for yourself	___	___	___
5. Ability to organize your time	___	___	___
6. Ability to meet deadlines	___	___	___
7. Amount of reading	___	___	___
8. Ability to do research on specific topics	___	___	___
9. Ability to complete research papers, multi-media presentations, etc.	___	___	___
10. Overall quality of your work	___	___	___

5. (a) At SEE the option exists to miss several weeks of classes. For your credit courses which meet regularly, how often do you attend: (Check the appropriate items)

	Communications - English	Languages	Soc.Sci.	Math	Science
always					
eight out of every ten sessions					
six out of every ten sessions					
four out of every ten sessions					
two out of every ten sessions					
I almost never attend					

(d) How personally satisfied are you with the quality of your learning in these areas? (Circle the appropriate number)

	1	2	3	4	5
Sciences:	Very Satisfied	Satisfied	Mixed Feelings	Unsatisfied	Very Unsatisfied
Math:	Very Satisfied	Satisfied	Mixed Feelings	Unsatisfied	Very Unsatisfied
Social Studies:	Very Satisfied	Satisfied	Mixed Feelings	Unsatisfied	Very Unsatisfied
Languages:	Very Satisfied	Satisfied	Mixed Feelings	Unsatisfied	Very Unsatisfied
English (including communications, theatre arts, etc.)	Very Satisfied	Satisfied	Mixed Feelings	Unsatisfied	Very Unsatisfied

7. People differ in the ways they best learn. Which of the following "styles" do you think best suit you (i.e., your effectiveness in highest) in each of the listed subject areas. (For each subject listed check all styles which suit you best.)

	Sciences	Languages	Maths	Soc.St.	Eng./Com.
small class discussions (seminars)					
informal rap sessions					
independent study/projects					
group projects					
lecture from teacher					
regular lesson (like old school)					
tutorial (teacher-student)					
contact with resource people					
work experience (volunteer or paid)					
field trips, visits					
reading					
other (specify)					

8. There have been approximately 15 general meetings this year. How many of these have you attended?

(a) None _____ 1-5 _____ 6-10 _____ 11-15 _____

(b) If you rarely attend meetings (i.e., less than 6), why not?

_____

_____

(If you attended less than 6 meetings, skip section iii, iv, and v of this question and proceed to question 9.)

(c) Do you find the meetings an effective way of:

	Most of the time	Sometimes	Rarely
(a) raising, discussing and clarifying issues of general concern			
(b) deciding school policy			
(c) 'disciplining' students			
(d) letting off steam			
(e) communicating information about events			

(d) Are decisions made at general meetings carried out satisfactorily? (Check One)

_____ Most of the time
_____ Sometimes
_____ Rarely

(e) Lack of follow-up on decisions made at general meetings is:

_____ a very serious problem (i.e., one which may have serious consequences for the school in the long run)

_____ a minor problem

_____ not a problem of any importance

9. Consider the following areas in which you might be involved in decision-making at SEE. (a) Which types of decision do you want to have a say in? (b) How much influence do you feel you actually do have with regard to these types of decisions?

	(a) Do you Want a Say?		(b) How much of a Say do You Have?				
Deciding on:	Yes	No	A great Deal	Fairly Much	Some	A Little	None at all
which courses are offered							
the content of my course							
how my work is to be evaluated							
how school space is used							
how school budget is spent							
rules of behaviour in school							
social activities of school							
the new students to be admitted							

10. Indicate which of the following statements you agree with and those you disagree with. Leave the rest blank (those where you have no opinion or mixed feelings).

AGREE	DISAGREE	
____	____	(a) The best way to make decisions about school policies is for everyone at a general meeting to discuss the issues until agreement is reached by the whole group.
____	____	(b) The best way to make decisions about school policy is for everyone at a general meeting to discuss the issues until they are clear, and then decide by majority vote.
____	____	(c) Decisions about school policy should not be made at a general meeting unless a majority (over 50%) of the students and staff are present at the meeting.
____	____	(d) Decisions about school policy should not be made at a general meeting unless everyone in the school has been informed in advance (at least a week) of the meeting and of issues to be discussed.
____	____	(e) Decisions made at a general meeting should be binding on every member of the SEE community, even if he/she did not attend the general meeting where the decision was made.
____	____	(f) A person can only make decisions for himself and no group or meeting has the right to make decisions that will direct or control his/her behaviour.

11. To what extent do you feel that students at SEE are committed to helping each other and the school in the following areas: (Check the appropriate column for items (a) through (e).)

	A great deal	Fairly Much	To some Degree	Comparatively little	Not at all
(a) Maintenance and appearance of the building					
(b) Sharing limited resources (e.g., books, AV equipment, etc.)					
(c) Tutoring those who need help					
(d) Co-operating with majority decisions within the school					
(e) Helping others to express their views and clarify their feelings about important issues					

12. Considering your overall experiences with teachers at SEE, how have you found your relationships with teachers in the following areas:

	Lacking	Present		
		Good	Neutral	Poor
1. Discussions relating to course work				
2. Working together planning and organizing special events related to courses				
3. Grading and evaluation procedures				
4. Counselling about choice of courses and future plans				
5. Discussing personal problems not related to course work				
6. Participation and/or helping with informal school activities, e.g., sports, outings, social events, etc.				

13. (a) Both teachers and students would like to see an improvement in the way students' work is evaluated. For each subject indicate which method you think would be best: (Check only one for each subject)

	Comm./Eng.	Lang.	Soc.Sci.	Math	Science
1. to have the teacher take full responsibility for grading your work					
2. to discuss your work with the teacher, and to share in the evaluation and in determining the grade you receive					
3. to have all students in your class share in evaluating each other's work					
4. to be fully responsible for evaluating and grading your own work					
5. to have no evaluation, grading or credits of any kind					

13. (b) Do you feel that you have shared in the evaluation of any of your work this year? For example, have you sat down with a teacher this year and discussed your work before a grade was assigned?

Yes_____ No_____

If yes, which course was it?_____

13. (c) Do you feel that teachers should give you a clear indication early in the year regarding marks or 'unofficial' deadlines for completion of work for credit?

Yes_____ No_____

If yes, (a) when? By the end of October_____
Before Christmas _____
By mid-February _____

(b) in what form? Scheduled interview with each teacher_____
Short written report_____
Other (Specify)_____

14. Looking back over the year would you like to have had one staff member (of your own choice) who was prepared to make particular effort to keep in touch with --you-- to enquire about what you are doing, whether you are worried about being bogged down academically, and to offer a sympathetic ear for personal problems if you want it, etc.?

Very helpful___Helpful___Maybe___Probably not___Absolutely Not_____

15. Who are the most important people (to you personally) that you have met as a result of attending SEE? Show what "categories" (sorry about that!) they fit into (e.g., poet, scientist, good friend, guru, astrologist, teacher, etc.)

Questions for First Year Students Only

16. Are you living at home now? Yes_____ No_____

Were you living at home at the beginning of the school year? Yes_____ No_____

Do you expect to be living at home next year? Yes_____ No_____ Unsure_____

17. 1. In what month did you enter SEE? _____

2. When you first arrived at SEE did you find it a friendly place where you found it easy to get to know people and be accepted on your own terms?
Most of the time _____ Sometimes_____ Rarely_____

3. At the present time, do you find SEE a friendly place?
Most of the time _____Sometimes_____Rarely_____

4. Of your close friends at SEE are they:
_____almost all first year students
_____almost all 2nd year students
_____a mixture of both

Questions for Second Year Students only

16. Are you living at home now? Yes _____ No _____

Were you living at home at the beginning of the school year? Yes _____ No _____

Do you expect to be living at home next year? Yes _____ No_____ Unsure _____

17. Do you find students at SEE as open to each other this year as they were last year?

More open _____ Less open _____ About the same _____ Can't really say _____

18. Are there more divisions or cliques in the school this year as compared to last year?

Yes _____ No _____ Can't really say _____

If your answer is yes, please describe what these divisions and/or cliques are and how they came about. Feel free to name names since your questionnaire will be kept confidential. Use the rest of this page and the back if necessary:

APPENDIX G

S.E.E. PARENT QUESTIONNAIRE

Please check the appropriate space below:

This questionnaire was filled out by:

_____ Mother

_____ Father

_____ Mother & Father together

All questionnaires will be treated as anonymous and confidential.

S.E.E PARENT QUESTIONNAIRE

Please feel free to use the reverse side of each page if necessary.

1. When your son/daughter first applied to S.E.E., how did you feel about his/her choice? (Please check the item that most closely approximates your feelings at the time):

_____ I was enthusiastic.

_____ I supported his/her decision, but had some misgivings.

_____ I didn't feel strongly one way or the other; it was his/her decision.

_____ I didn't think it was a good idea, but didn't feel I should interfere.

_____ I didn't think it was a good idea and actively argued against the decision.

Please explain why you felt the way you did:

2.a) As best you can recall, what were your son's/daughter's educational goals when he/she first entered S.E.E.?

b) Have any of these changed? If so, please describe the change(s):

c) How do you feel about the change(s)?

3. Do you feel that S.E.E. is meeting your son's/daughter's educational needs? (Which needs are being met? Which are not?):

4.a) Has your attitude toward S.E.E. changed in any way since your son/daughter has been attending S.E.E.? If so, please explain the change(s):

b) If your attitude has changed, as near as you can recall <u>when</u> did your feelings change and <u>what</u> influenced the change?

5. In general, which aspects of S.E.E. (e.g., philosophy, organization, curriculum, instruction, etc.) do you regard most favourably and which most unfavourably?

favourable	unfavourable

6. Since September, how often have you: (please check the appropriate column for each item):

		frequently	occasionally	never
a)	Discussed school assignments, projects, etc. with your son/daughter?			
b)	Reminded him/her to do "homework"?			
c)	Discussed grades and academic progress with him/her?			
d)	Talked to any of his/her teachers?			
e)	Discussed with him/her future educational plans?			
f)	Worried about whether he/she is doing enough work?			
g)	Helped organize his/her time to work more efficiently?			

7. Have you visited S.E.E. school since September?

   If so, when, and approximately how many times?

8. Any additional comments about S.E.E. would be quite welcome: